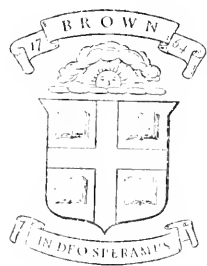




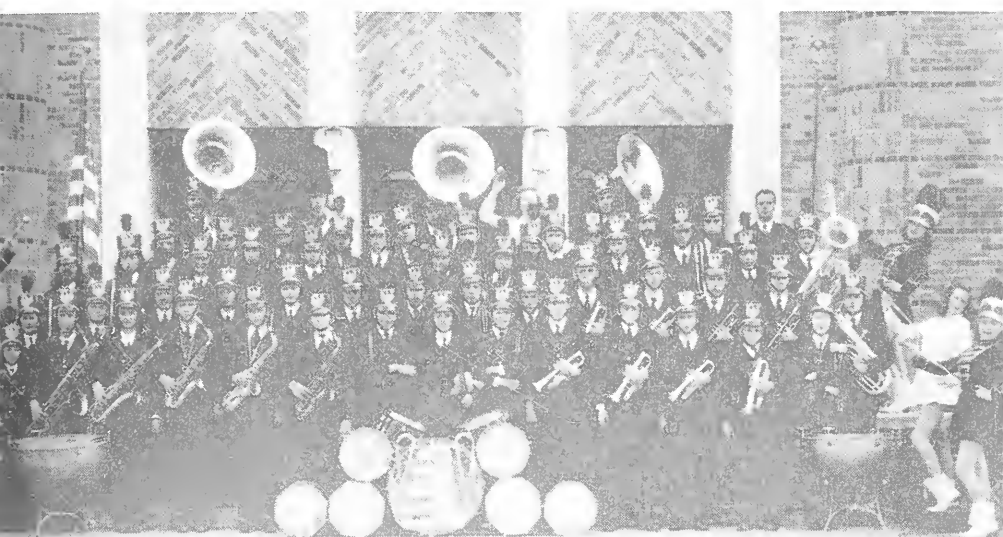
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# NORTH CAROLINA PUBLIC SCHOOLS

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BELMONT HIGH SCHOOL BAND

## BIENNIAL REPORT

PART I

1946-1948



STATE CAPITOL---Completed 1840

The following parts of the Biennial Report of the State Superintendent of Public Instruction are issued:

- Part I—Summary and Recommendations.
- Part II—Statistical Report, 1946-47.
- Part III—Statistical Report, 1947-48.

PUBLICATION No. 272

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BIENNIAL REPORT  
of the  
SUPERINTENDENT OF PUBLIC  
INSTRUCTION  
of  
NORTH CAROLINA

*For the Scholastic Years 1946-1947 and 1947-1948*



PART I  
SUMMARY AND RECOMMENDATIONS

*Issued by the*  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA

## SUMMARY OF RECOMMENDATIONS

(See page 78 for full recommendations)

1. **Teacher Welfare.** There are fewer teachers with college training now than six years ago. There is also a shortage of men teachers. Teacher output for the elementary schools is less than in 1940-41. There is also a need for teachers for new teaching positions in order to decrease the teaching load. Sick leave with pay should be provided. Teachers should be paid on a ten months basis. Salaries should be raised. Housing facilities should be provided, and finally a program of selection and recruitment should be inaugurated.

2. **Supervision.** "Supervisory instructional leadership should be provided on a State-wide basis."

3. **Attendance.** "Attendance workers are needed for (a) taking and keeping up-to-date a continuous school census, (b) seeing that the school attendance law is enforced, (c) reporting to other school units when children move, and (d) working with teachers, pupils, and parents to supervise the enrollment, attendance, holding power, and pupil progress in the local school units."

4. **Child Health.** Recent surveys show the need for a health program for school age children. The State Board has requested an annual appropriation of \$550,000 for a Child Health Program, which I hope will be granted.

5. **Special Education.** The General Assembly of 1947 provided for a Division of Special Education in the Department of Public Instruction. To implement this program there is need for an authorization for the expenditure of State funds on the local level.

6. **Buildings.** One of the greatest needs is more adequate provision for comfortable and well-equipped school buildings. The State Board has requested that \$50,000,000 be appropriated to aid the counties in providing such facilities. I strongly urge the General Assembly of 1949 to grant this request.

7. **Junior Colleges.** "I believe the time has come when we should give consideration to the establishment of several State-supported institutions on the junior college level. . . . I recommend, therefore, that a committee be provided to study this whole field.

8. **Regional Education.** I support the purposes of the Regional Compact entered into by the Governors of certain southern states for developing and maintaining regional services and schools in the professional, technological, scientific, literary and other fields. I urge the 1949 Legislature to give its approval to this compact.

9. **Federal Aid.** The question of Federal aid to the states for public education has been studied for many years. There is now strong support for legislation that will provide such aid. I believe it would help if the 1949 General Assembly would pass a resolution favoring proposed legislation on this subject.

10. **Staff.** There is a definite need for additions to the staff in order that services now provided may be more adequately administered and that new much needed services be added. I hope, therefore, that additional funds will be authorized for the employment of additional personnel.

# LETTER OF TRANSMITTAL

STATE BOARD OF EDUCATION  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.

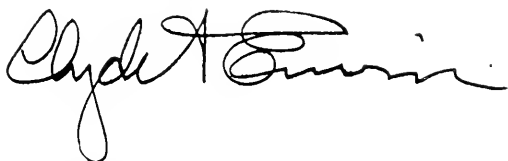
November 1, 1948.

*To His Excellency, W. KERR SCOTT, Governor*  
and MEMBERS OF THE GENERAL ASSEMBLY OF 1949

SIRS :

In accordance with the provisions of law, I have the honor to submit the Biennial Report of the Superintendent of Public Instruction for the biennium ending June 30, 1948 showing the activities of the public schools. This Report also includes my recommendations for improving the public schools during the ensuing biennium.

Respectfully submitted,

A handwritten signature in cursive script, reading "Clyde T. Ewing". The signature is written in dark ink and is positioned above the printed name of the signatory.

*State Superintendent of Public Instruction.*

# CONTENTS

Page

## I. ORGANIZATION AND ADMINISTRATION

State Organization	5
Local Organization	9
Buildings and Schools	13
Length of Term	16
Teachers and Principals	16
Enrollment and Attendance	20
Transportation	22
Textbooks	23
Expenditures	24

## II. THE INSTRUCTIONAL PROGRAM

Elementary Schools	30
High Schools	33
Agricultural Education	38
Veterans Farmer Training Program	44
Homemaking Education	47
School Lunch Program	51
Trade and Industrial Education	56
Distributive Education	57
Occupational Information and Guidance	61
School Libraries	65
Resource-Use Education Program	69
Vocational Rehabilitation	73

## III. RECOMMENDATIONS

Teacher Welfare	79
Supervision of Instruction	81
Attendance Workers	82
Child Health Program	83
Special Education	83
Buildings	84
Junior Colleges	85
Regional Education	85
Federal Aid	86
Staff Additions	87



# I

## ORGANIZATION AND ADMINISTRATION

### STATE ORGANIZATION<sup>1</sup>

#### The State Board of Education

The Constitution of North Carolina, as amended in 1945, provides for a State Board of Education<sup>2</sup> composed of a membership of 13 persons, as follows: (a) three ex-officio members including the Lieutenant Governor, elected as chairman by the board, the State Treasurer, and the Superintendent of Public Instruction as ex-officio secretary; and (b) ten members appointed by the Governor and confirmed by the General Assembly in joint session, with two appointed from the State at large and one appointed from each of eight educational districts as determined by the General Assembly. Appointments, subsequent to the first one, are made every two years for overlapping terms of eight years, in a 3-2-3-2 order. "The per diem and expenses of the appointive members shall be provided by the General Assembly."

**Powers and Duties.** The Constitution specifies that the State Board shall have the following powers and duties: It shall "succeed to all powers and trusts of the President and Directors of the Literary Fund and the State Board of Education as heretofore constituted." Also it shall have the power to "divide the State into a convenient number of school districts," . . . "regulate the grade, salary and qualifications of teachers," . . . "provide for the selection and adoption of the textbooks to be used in the public schools," . . . "generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto."

More specifically, the State Board is empowered to (a) administer the State appropriations for instructional services; instructional materials such as textbooks and libraries, plant operation, vocational education, transportation, and other operational costs; (b) make rules and regulations for teachers certification; (c) make rules and regulations on census and attendance; (d) devise financial records and reports; (e) approve powers for local administrative units' actions; (f) manage the State's permanent

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<sup>1</sup>Excerpts from *Education in North Carolina, Today and Tomorrow*. A Report of the State Education Commission, 1948.

<sup>2</sup>The Constitution of North Carolina, Article IX, Sections Eight and Nine, 1945.

school fund; (g) determine the school centers and attendance areas; and (h) administer federal funds for vocational education.

The Board is clothed with authority to make all rules and regulations necessary to carry out the purpose and intent of the law. The Board elects its chairman and vice-chairman.

In accordance with the law, regular Board meetings are held each month. Special meetings may be called by the secretary with the approval of the chairman. A majority of the Board constitutes a quorum for the transaction of business.

### State Superintendent of Public Instruction

The Constitution also provides for a State Superintendent of Public Instruction who "shall be the administrative head of the public school system and shall be secretary of the Board."<sup>3</sup> He is elected by popular vote for a term of four years. He serves as a member of the Council of State, as an ex-officio member of the State Board of Education, as ex-officio chairman of the Board of Trustees of East Carolina Teachers College, and as an ex-officio member of the Board of Trustees of the Greater University of North Carolina.

**Powers and Duties.**<sup>4</sup> As an elected State official, the law sets forth a number of general duties of which three are "to look after the school interests of the State and to report biennially to the Governor at least five days previous to each regular session of the General Assembly; to direct the operations of the public schools and enforce the laws and regulations thereto; to acquaint himself with the peculiar educational wants of the several sections of the State and to take all proper means to supply such wants by council with local school authorities, by lectures before teachers' institutes, and by addresses before public assembly relating to public school and public school work."

The State Superintendent is authorized, in addition to the aforementioned general duties, to perform such specific duties as approving a program of studies for standard high schools, preparing a course of study for the elementary schools, approving plans for school buildings, and serving as executive officer of the State Board with regard to vocational education.

<sup>3</sup>The Constitution of North Carolina, Article IX, Sections Eight and Nine, 1945.

<sup>4</sup>Public School Laws, 1943, Paragraph 115-128.

### Relationships at the State Level

In implementing Sections 8 and 9 of Article IX of the Constitution relating to State educational organization, the General Assembly stated that one purpose of its Act<sup>5</sup> of 1945 was "to define and clarify the duties and responsibilities of the State Board of Education and the State Superintendent of Public Instruction in connection with the handling of fiscal affairs of the Board and such other duties and responsibilities as are set forth in this Act."

**Division of Functions of State Board.** The act emphasizes that the State Board of Education is to be the central educational authority and, as such, is responsible for the planning and promoting of the educational system. At the same time, Section 5 of this act states that the duties of the Board are to be divided into two separate functions as follows: (a) "Those relating to the supervision and administration of the public school system, of which the Superintendent shall be the administrative head, except as they relate to the supervision and management of the fiscal affairs of the Board;" and (b) "Those relating to the supervision and administration of the fiscal affairs of the public school fund committed to the administration of the State Board of Education, of which the Controller shall have supervision and management."

**Secretary of Board.** Section 8 of this act prescribes the duties of the State Superintendent as secretary of the Board. Four of the ten enumerated duties are:

"1. To organize and administer a Department of Public Instruction for the execution of instructional policies established by the Board.

"2. To keep the Board informed regarding development in the field of public education.

"3. To make recommendations to the Board with regard to the problems and needs of education in North Carolina.

"4. To make available to the public schools a continuous program of comprehensive supervisory service."

**Controller.** Section 4 of this act provides for the appointment of the Controller by the Board, subject to the approval of the Governor. Section 9 states that "the Controller is constituted the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board." This section then de-

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<sup>5</sup>Public Laws, 1945, Chapter 530.

fines the fiscal affairs of the Board, thereby pointing out definitely the scope of responsibility for which the Board expects to look to the Controller for professional advice. Section 10 of the act sets forth in considerable detail the duties of the Controller and the procedures to be followed as he discharges his responsibilities.

### Staff and Services

In North Carolina the educational leadership and service provided by professional personnel at the State level is under the direction of the State Superintendent of Public Instruction and the Controller. This professional staff is organized by divisions, each of which is responsible, under the direction of the Superintendent, the Controller, or both for rendering certain designated services. The names of these divisions with brief statements of their respective areas of responsibilities follows:

*Division of Instructional Service.* This division provides services as follows: inspection and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of curriculum bulletins and other publications for the use of teachers and other school personnel; and assistance in special areas, for example, resource-use education, visual aids, surveys, library, and adult and special education.

*Division of Negro Education.* This division, provided for by law (G.S. 115-30) renders special assistance to Negro schools, including inspection and rating of schools, supervisory activities, the improvement of training of teachers in co-operation with institutions of higher learning for the Negro race, and in race relations.

*Division of Professional Service.* This division, provided for by law (G.S. 115-29), has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and co-ordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

*Division of Publications.* This division, also provided for by law (G.S. 115-31), has charge of the editing, compiling and preparation of material to be printed, and of the distribution of bulletins, forms, etc., to the local units and individuals; serves as the purchasing agency for all other divisions except plant operation, teacher allotment and general control, transportation and a part of audits and accounting; and services all divisions in the matter of mail, distribution of supplies, and so on.

*Division of Schoolhouse Planning.* This division is concerned with plans for new buildings and their location and erection. Surveys are also a part of the work of this division.

*School-Health Co-ordinating Service.* This division is jointly administered by the State Department of Public Instruction and the State Board of Health. It is interested in health service and health education in the public schools.

*Division of Textbooks.* This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading in the elementary grades.

*Division of Teacher Allotment and General Control.* This division is responsible for applying the rules of the State Board governing the applications of the local units for teacher allotments, and allots funds to be expended for the object of general control in the local budgets.

*Division of Auditing and Accounting.* This division is concerned with a continuous auditing, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, application of salary scales to local school personnel, and so on.

*Division of Plant Operation.* This division has charge of plant operation as set forth in the Nine Month's School Fund budget.

*Division of Transportation.* This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

*Division of Vocational Education.* This division administers the program of vocational education, which includes vocational agriculture, home economics, trades and industries, distributive occupations, guidance, vocational rehabilitation, veterans related training, school lunch program, veterans farmer training (under the G. I. Bill), and the program of requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill.

## LOCAL ORGANIZATION

### Number and Size of Local Administrative Units

The public schools of North Carolina are administered through 100 county administrative units and 72 city administrative units (71 in 1946-47). Except in those counties in which the 72 city units have been established, the county unit corresponds to the political government unit.

Each of the 100 county and 71 city administrative units existing in 1946-47 reported its school population, ages 6 to 20, inclusive, for that year. The distribution of these units by designated intervals of school population is shown in the following table:

**DISTRIBUTION OF ADMINISTRATIVE UNITS  
BY SCHOOL POPULATION**

SCHOOL POPULATION	NO. OF ADMINISTRATIVE UNITS	
	<i>County</i>	<i>City</i>
1,500 or less .....	3	9
1,501 to 3,000.....	11	26
3,001 to 6,000.....	29	22
6,001 to 10,000.....	31	8
10,001 to 15,000.....	17	3
15,001 to 20,000.....	5	2
20,001 to 25,000.....	4	1
	<hr/>	<hr/>
Total .....	100	71

For 1946-47 the county administrative units report a total of 776 school districts for whites and 547 districts for Negroes. The number of school districts per county ranges from 1 to 21 for whites and from 1 to 14 for Negroes for the 97 counties having such districts.

### County Board of Education

The county boards of education, the governing authorities for the county units, consists of from 3 to 7 members. Of the 100 county boards, 39 each report 3 members; 51 each, 4 members; 6 each, 6 members; and 1 reports 7 members.

Members of county boards are nominated biennially in the party primaries and are appointed by the General Assembly for terms of 2, 4, or 6 years. When the names of the persons so nominated have been duly certified by the chairman of the county board of elections to the State Superintendent, he transmits the names of the nominees by political party to the committees on education of the General Assembly, which selects and appoints one or more from these candidates as members of the board of education of the county involved. Should the General Assembly fail so to elect or appoint one or more of these candidates as board members, the State Board of Education, by law, fills the vacancy or vacancies so created. The term of office of each member begins on the first

Monday of April of the year in which he is elected and continues until his successor is elected and qualified.

The law prescribes four meetings each year and states that the board may elect to hold regular monthly meetings and such special meetings as the school business of the county may require.

### **Board of Trustees**

In the city administrative unit the governing authority is the board of trustees. The number of members making up these boards ranges from three to twelve. The median number of members is six. Only one of the 71 boards has three members; 54 have either five, six, or seven members; 16 have more than seven members; and 10 have nine members.

Board members are elected either by election by popular vote, by appointment, or by a combination of these two, except for 4 boards reported as being self-perpetuating.

### **Powers and Duties of County and City Boards**

The law<sup>6</sup> states that "it is the duty of the county board of education to provide an adequate school system for the benefit of all of the children of the county as directed by law." "The county board of education, subject to any paramount powers vested by law in the State Board of Education or any other authorized agency shall have general control and supervision of all matters pertaining to the public schools in their respective counties and they shall execute the school law in their respective counties." The law further states that city administrative units are to "be dealt with by the State school authorities in all matters of school administration in the same way and manner as are county administrative units."

Although the law sets forth specific duties in considerable detail, the general scope of the powers and duties of county and city boards are: (a) appointment of the superintendent; (b) budget administration and money management, including preparation of budget, financial accounting, financial report to the State Board of Education, presentation and support of budget requests to the board of county commissioners, administration of bond elections and bond issues, debt service accounting, and other fiscal manage-

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<sup>6</sup>Public Laws, 1943, Chapter 115.

ment responsibilities; (c) school plant planning, maintenance, and operation; (d) administration of transportation; (e) planning and effectuating the educational program; (f) setting the school calendar; (g) appointment of district committeemen; (h) appointment of members of the superintendent's staff; (i) final approval of all employees' contracts; (j) acting as agent for the State Board of Education; and (k) other powers and duties.

### **Fiscal Dependence**

County boards depend upon county commissioners for approval of their respective school budgets and for the levying and collecting of such local taxes for school purposes as may be necessary to provide required local funds called for in their several budget estimates. Similarly city boards depend upon city commissioners and or upon county commissioners for approval of their budgets and for the levying and collecting of local taxes for school purposes to provide necessary local funds required in accordance with approved budget estimates. Both depend upon the State Board of Education for approval of their budget estimates.

### **County Superintendent of Schools**

The superintendent of schools of a county unit is appointed for a two-year term by the county board of education, subject to the approval of the State Board and the State Superintendent. He must be a resident of the county of which he is superintendent and cannot legally be regularly employed in any other capacity that may limit or interfere with his duties as superintendent. He serves as the administrative officer of the county board.

He must be a graduate of a four-year standard college, hold a superintendent's certificate, have had three years of experience in school work in the past ten years, and present a doctor's certificate showing that he is free from any contagious disease. With the approval of the State Superintendent, a county superintendent may serve as principal of a high school in his county or as a superintendent of a city unit in his county. The county superintendent may also serve as welfare officer.

The county superintendent's salary is determined in accordance with a State standard salary schedule fixed and determined by the State Board. In practice, however, his salary may be supplemented from local funds by authority of the county board. His



salary may also be supplemented when he serves as a high school principal, as superintendent of a city unit in his county, or as county welfare officer.

### **City Superintendent of Schools**

The superintendent of a city unit is appointed for a two-year term by its board of trustees subject to the approval of the State Board and the State Superintendent. He serves as the administrative officer and ex-officio secretary of the board of trustees. Superintendents of city units must meet the same qualifications as county superintendents.

### **Powers and Duties of Superintendents**

The general powers and duties of county and city superintendents may be summarized as follows: (a) financial accounting (records and reports); (b) public accounting (records and reports); (c) census taking and attendance service; (d) preparation of budget estimates; (e) storage, repair, and distribution of textbooks; (f) storage and distribution of supplies, fuel, and so on; (g) supervision of transportation; (h) maintenance and operation of the plant; (i) directing library service; (j) management of the school lunch room program; (k) direction of health services; (l) securing and assigning the instructional personnel; (m) evaluating educational services involving testing, promotion, and efficiency of instruction; (n) allocating responsibility; (o) planning and implementing the educational program including reorganization, expansion, and facilities; (p) planning and administering the extra-curricular program, (q) planning and administering the community program.

## **BUILDING AND SCHOOLS**

The responsibilities for the erection of school buildings and the care of school property is with county boards of education in county units and city boards of trustees in city units. Construction is financed from funds raised by bond issues, borrowed money, tax levies, gifts, etc.

As the following figures show there is a downward trend in the number of schoolhouses. This is due to the fact that when new buildings are erected, they often replace several small wooden

structures. The value of school property tends to increase, both in total and in value per pupil enrolled.

#### NUMBER OF SCHOOLHOUSES

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1945-46	1,977	1,882	3,859
1946-47	1,951	1,831	3,782
1947-48	1,937	1,782	3,719

#### APPRAISED VALUE OF SCHOOL PROPERTY

Year	WHITE		NEGRO		TOTAL	
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,897,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1945-46	120,457,515	211.01	19,339,763	76.66	139,797,278	170.05
1946-47	128,308,209	218.01	20,609,610	80.15	148,917,819	176.09
1947-48	142,868,760	239.79	23,198,447	89.21	166,067,207	191.04

\*Enrolled.

Schools are classified as elementary, grades 1-8 or any combination thereof, and high school, grades 9-12. Although an elementary school is operated in connection with practically all high schools in county units, locally designated "..... High School," the statistics presented in the following tables include elementary grades and high school grades as separate schools.

As these figures show, there is a downward trend in the number of elementary schools, this trend due largely to the elimination of the smallest schools. Most high schools have from three to eleven teachers. However, latest figures indicate an increase in the number of larger high schools, both white and Negro.

## NUMBER ELEMENTARY SCHOOLS

## WHITE

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	-----	-----	-----	3,110
1930-35	501	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1945-46*	-----	-----	-----	-----	-----	-----	1,617
1946-47	152	303	312	331	329	241	1,568
1947-48	136	181	280	344	346	250	1,537

## NEGRO

1929-30	1,153	916	295	-----	-----	-----	2,364
1930-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1945-46*	-----	-----	-----	-----	-----	-----	1,801
1946-47	511	723	243	90	82	48	1,697
1947-48	461	694	240	92	82	52	1,621

## TOTAL

1929-30	2,131	1,919	1,424	-----	-----	-----	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1945-46*	-----	-----	-----	-----	-----	-----	3,418
1946-47	663	926	555	421	411	289	3,265
1947-48	597	875	520	436	428	302	3,158

## NUMBER HIGH SCHOOLS

## WHITE

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	103	243	-----	747
1934-35	49	116	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	284	60	748
1945-46*	-----	-----	-----	-----	742
1946-47	29	292	336	78	735
1947-48	27	281	345	77	730

## NEGRO

1929-30	44	52	23	-----	119
1934-35	69	86	21	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1945-46*	-----	-----	-----	-----	229
1946-47	28	109	73	18	228
1947-48	28	112	72	20	232

## TOTAL

1929-30	145	155	266	-----	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1945-46*	-----	-----	-----	-----	971
1946-47	57	101	109	96	963
1947-48	55	393	417	97	962

\*Distribution not made this year.

## LENGTH OF TERM

By an admendment to the Constitution in 1917 the minimum school term was set at six months (120 days) effective for the first time in 1919-20. Districts or county and city units could by a vote of the people extend the term beyond this minimum. The General Assembly of 1931 assumed support of a six months term out of State funds on certain State standards of cost. Likewise, this General Assembly continued an appropriation for a longer term up to eight months in special high school districts. In 1933 an eight months State-supported school term was set up by legislative act. Ten years later the General Assembly increased the school term to nine months.

The following table shows the average terms for recent years:

AVERAGE TERM IN DAYS

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1934-35	160.3	159.0	159.9
1939-40	164.4	164.2	164.3
1944-45	178.4	178.5	178.4
1945-46	179.9	179.9	179.9
1946-47	179.9	179.9	179.9
1947-48	179.9	179.9	179.9

## TEACHERS AND PRINCIPALS

### Number

Due to the change-over from a 7-4 plan of organization to an 8-4 plan in 1942-43, there has been an increase in the number of elementary schools and a compensatory decrease in the number of high school teachers during the period covered by the figures presented in the following table. The number of principals has increased, but during recent years the number has varied only slightly.

## NUMBER OF TEACHERS

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	1,140	1,037	17,392	7,142	24,534
1945-46	13,217	6,097	4,145	1,037	17,362	7,134	24,496
1946-47	13,207	5,961	4,667	1,164	17,874	7,125	24,999
1947-48	13,353	5,905	4,765	1,193	18,118	7,098	25,216

## NUMBER OF PRINCIPALS

1929-30	210	71	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1945-46	382	99	714	203	1,096	312	1,408
1946-47	388	109	706	199	1,094	308	1,402
1947-48	397	100	698	206	1,095	306	1,401

## Training

Approximately 86 per cent of present North Carolina teachers hold certificates based on college graduation and above. Around 3,000 of the total 25,000 teachers employed held certificates based on less than college graduation. The index shows the average training of all teachers and principals. (100 points equals a year's training above elementary school.) White teachers reached their highest average in 1940-41 with an index of 793.3. The highest average training of Negro teachers occurred in 1944-45 when the average index that year was 790.6.

In the following table are presented the number of teachers and principals at each training level and the average index for certain years:

SCHOLARSHIP AND INDEX OF ALL TEACHERS AND PRINCIPALS											
Year	High School				College					Total	Index
	2yrs.	3yrs.	4yrs.	1yr.	2yrs.	3yrs.	4yrs.	5yrs.			
1921-22	1,504	1,383	5,523	887	2,659	888	2,410	*		15,254	492.6
1924-25	487	1,233	4,952	1,731	2,843	2,190	3,512	*		16,948	552.4
1929-30	43	12	1,236	2,571	2,540	3,712	7,455	*		17,599	676.1
1934-35		14	74	681	1,666	4,218	10,364	*		17,017	741.5
1939-40		27	20	74	261	1,696	16,460	*		18,538	785.7
1944-45		379	158	241	524	1,294	15,202	634		18,432	773.1
1945-46		438	224	323	584	1,245	15,021	524		18,359	767.6
1946-47		25	421	746	674	1,439	14,863	741		18,912	767.7
1947-48		20	385	648	657	1,445	15,071	821		19,047	771.0
NEGRO											
1921-22	1,567	739	1,510	68	519	38	113	*		4,554	351.7
1924-25	1,002	1,295	1,594	369	604	270	175	*		5,309	395.9
1929-30	431	587	1,250	1,063	740	1,160	720	*		5,951	525.7
1934-35		479	180	970	1,174	2,265	1,588	*		6,656	610.2
1939-40		159	23	76	244	1,830	1,906	*		7,238	752.6
1944-45		66	9	15	69	296	6,816	146		7,417	790.6
1945-46		61	10	20	63	291	6,809	148		7,405	785.7
1946-47		2	17	58	52	253	6,753	272		7,407	795.5
1947-48		1	10	49	41	208	6,706	376		7,391	798.6
TOTAL											
1921-22	3,071	2,122	7,033	955	3,178	926	2,523	*		19,808	460.2
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,687	*		22,257	515.1
1929-30	474	629	2,486	3,634	3,280	4,872	8,175	*		23,550	638.3
1934-35		493	254	1,651	2,840	6,483	11,952	*		23,673	713.0
1939-40		186	43	150	505	3,526	21,366	*		25,776	776.1
1944-45		445	16	256	593	1,590	22,018	780		25,849	778.1
1945-46		499	234	343	647	1,539	21,830	672		25,764	772.8
1946-47		27	441	804	726	1,692	21,616	1,043		26,319	775.5
1947-48		21	395	697	698	1,653	21,777	1,197		26,438	778.7

### Salaries

Annual salaries of teachers and principals have increased since the years of the recent financial depression, as the following table shows. However, the cost of living has also tremendously increased since that time.

## AVERAGE ANNUAL SALARIES

## A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1919-20	\$-----	\$-----	\$-----	\$-----	\$ 516.15	\$ 298.45	\$ 465.98
1924-25					835.11	455.41	760.17
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.82	1,328.08	1,274.56	1,294.49	1,305.59	1,297.77
1945-46	1,495.41	1,527.26	1,551.57	1,513.79	1,506.68	1,525.64	1,512.28
1946-47	1,678.04	1,731.93	1,727.95	1,713.20	1,689.21	1,729.35	1,700.81

## B. Principals

1929-30					2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,223.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1945-46	2,419.19	2,415.68	2,703.70	2,605.14	2,604.54	2,562.70	2,595.50
1946-47	2,759.29	2,789.57	3,052.06	2,916.41	2,948.23	2,871.52	2,931.38

C. Vocational Teachers  
(Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1945-46	2,301.44	2,223.02	2,285.69
1946-47	2,711.81	2,508.55	2,671.01

## D. Salaries Paid from State Funds

WHITE			NEGRO		
	No.	Average	No.	Average	
Elementary Teachers	1935-36	12,304	\$ 735.50	5,820	\$ 496.66
	1939-40	12,082	916.42	5,864	671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1945-46	12,911	1,454.16	6,048	1,489.74
	1946-47	12,875	1,626.95	5,913	1,686.77
	1947-48	12,919	1,919.06	5,850	1,998.89
High School Teachers	1935-36	3,544	779.12	720	579.55
	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1945-46	3,049	1,479.65	802	1,467.54
	1946-47	3,523	1,643.75	929	1,648.05
	1947-48	3,534	1,951.56	952	1,938.64
Total Teachers	1935-36	15,848	745.22	6,540	505.78
	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1945-46	15,960	1,459.03	6,850	1,487.14
	1946-47	16,398	1,620.56	6,842	1,681.51
	1947-48	16,453	1,923.90	6,802	1,990.46
Elementary Principals	1935-36	228	1,287.78	65	1,027.68
	1939-40	320	1,445.83	78	1,215.49
	1944-45	323	1,977.42	93	2,082.53
	1945-46	339	2,396.94	90	2,479.53
	1946-47	347	2,636.48	94	2,746.68
	1947-48	352	3,011.44	93	3,116.19
High School Principals	1935-36	680	1,440.16	131	1,051.91
	1939-40	705	1,479.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1945-46	705	2,666.17	201	2,561.80
	1946-47	704	2,959.78	199	2,876.09
	1947-48	691	3,352.71	202	3,241.49
Total Principals	1935-36	908	1,401.90	196	1,042.87
	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1945-46	1,044	2,578.74	291	2,536.36
	1946-47	1,051	2,853.04	293	2,834.57
	1947-48	1,043	3,237.54	295	3,201.99

## ENROLLMENT AND ATTENDANCE

During the war years, from 1939-40 to 1944-45, there was a decrease in enrollment in the public schools. Since 1944-45, however, there has been a tendency for these figures to increase, as the following table shows:

ENROLLMENT AND ATTENDANCE						
Elementary Schools						
Year	ENROLLMENT (Code a + c)			AVERAGE DAILY ATTENDANCE		
	White	Negro	Total	White	Negro	Total
1924-25	485,753	242,976	728,729	-	-	-
1929-30	505,589	244,413	750,002	398,886	173,717	572,633
1934-35	485,566	249,489	736,055	420,179	202,417	622,596
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1945-46	467,106	222,242	689,348	415,931	186,029	601,960
1946-47	465,436	221,259	686,695	413,220	182,803	596,023
1947-48	469,689	221,732	691,421	420,935	186,032	606,967
High Schools						
1924-25	72,240	6,976	79,216	-	-	-
1929-30	101,755	15,182	116,937	87,711	12,551	100,262
1934-35	129,748	26,845	156,593	115,464	23,373	138,837
1939-40	163,436	39,603	203,039	148,095	35,110	183,235
1944-45*	100,938	28,142	129,080	89,608	21,399	111,007
1945-46	103,747	30,024	133,771	91,118	25,536	116,684
1946-47	123,117	35,879	158,996	108,464	29,810	138,304
1947-48	126,123	38,309	164,432	111,678	32,373	144,051
All Schools						
1924-25	557,993	249,952	807,945	426,999	169,212	596,211
1929-30	607,344	259,595	866,939	486,507	186,298	672,895
1934-35	616,314	276,331	892,645	535,643	225,790	761,433
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1945-46	570,853	252,266	823,119	507,379	211,565	718,944
1946-47	588,553	257,138	845,691	521,684	212,613	734,327
1947-48	595,812	260,041	855,853	532,613	218,405	751,018

\*Beginning in 1943-44 elementary schools included grades 1-8.

Distribution of enrollment by grades was better in 1947-48 than in 1944-45, as the following table shows. Total high school enrollment increased from 15.9 per cent of the total enrollment in 1944-45 to 19.2 per cent in 1947-48. The average for the nation in 1945-46 was 24.1 per cent.



ENROLLMENT BY GRADE (Code a + e)								
Grade	WHITE				NEGRO			
	Number		Percent		Number		Percent	
	1944-45	1947-48	1944-45	1947-48	1944-45	1947-48	1944-45	1947-48
1	70,397	69,475	12.5	11.6	48,315	44,560	19.3	17.1
2	63,085	63,076	11.2	10.6	31,298	30,826	12.5	11.9
3	62,508	61,154	11.1	10.3	30,700	29,772	12.2	11.4
4	61,769	60,786	11.0	10.2	29,513	28,161	11.8	10.8
5	57,696	59,317	10.3	9.9	25,559	25,903	10.2	10.0
6	53,202	56,056	9.5	9.4	22,018	23,741	8.8	9.1
7	49,348	52,934	8.8	8.9	18,885	20,997	7.5	8.1
8	13,038	46,468	7.6	7.8	15,587	17,554	6.2	6.8
Ungraded	730	423	.1	.1	188	218	.1	.1
Elementary	461,683	469,689	82.1	78.8	222,063	221,732	88.8	85.3
9	36,934	41,432	6.6	7.0	11,336	13,975	4.5	5.4
10	31,772	34,546	5.6	5.8	8,480	10,602	3.4	4.1
11	24,524	27,487	4.4	4.6	6,467	7,917	2.6	3.0
12	7,591	22,512	1.3	3.8	1,850	5,814	.7	2.2
Ungraded	117	116	.0	.0	9	1	.0	.0
High School	100,938	126,123	17.9	21.2	28,142	38,309	11.2	14.7
Total	562,621	595,812	100.0	100.0	250,205	260,041	100.0	100.0

Since 1939-40 there has been a slight decrease in the average number of pupils per teacher employed. Figures for recent years, however, show very little change in this respect.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED (Not including vocational teachers and classified principals)						
	ELEMENTARY		HIGH SCHOOL		TOTAL	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	34.0	35.0	30.5	33.0	32.1	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7
1946-47	31.3	30.7	23.2	25.6	29.2	29.8
1947-48	31.5	31.5	23.4	27.1	29.4	30.8

The relationship of pupils in average daily membership to average daily attendance indicates the holding power of the schools. As the following table shows high school pupils attend school better than elementary school pupils. Likewise white children attend better than Negroes.

PER CENT A.D.M. IN A.D.A.									
Year	WHITE			NEGRO			TOTAL		
	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45*	93.6	94.8	93.8	89.6	92.6	89.9	92.3	91.3	92.6
1945-46	92.9	94.2	93.2	89.0	91.9	89.3	91.7	93.7	92.0
1946-47	92.2	94.0	92.6	88.1	90.7	88.4	90.9	93.2	91.3
1947-48	92.9	94.1	93.2	89.2	91.7	89.5	91.8	93.6	92.1

\*Elementary schools include grades 1-8 beginning this year.



Precautions are taken to insure safety for each school child transported

## TRANSPORTATION

North Carolina has the largest transportation system in the nation. The following table shows how this phase of the public school system has grown since 1919-20, when only 150 vehicles were used:

SCHOOL TRANSPORTATION					
Year	Schools Served	No. of Vehicles	Pupils Transported	Cost of Operation*	Cost Per Pupil
1919-20	-----	150	7,936	\$ -----	\$ -----
1924-25	-----	1,909	69,295	994,611.69	14.35
1929-30	1,266	4,046	181,494	2,273,287.55	12.53
1934-35	1,208	4,014	256,775	1,936,985.82	7.54
1939-40	1,469	4,526	334,362	2,417,659.65	7.23
1944-45	1,367	4,852	300,904	3,600,159.01	11.96
1945-46	1,364	4,897	308,191	3,688,809.59	11.97
1946-47	1,360	4,937	334,170	5,302,614.78	15.87
1947-48	1,459	5,214	348,100	-----	-----

\*Including replacements.

## TEXTBOOKS

State purchase and distribution of textbooks began in 1935-36. Basal books for use in grades 1-7 were made free to pupils in 1937-38. Following the extension of the elementary school to embrace the eighth grade in 1945-46, the provisions of the law providing free basal books were made applicable to the eighth grade also. Books used in the high school, grades 9-12, are furnished to the schools under a rental plan. Rental fees are also charged for supplementary readers used in the elementary grades.

The following tables show the various aspects of the State's textbook program:

### TEXTBOOK SALES AND RENTALS

	Value of Books Sold to Pupils	Rental Fees Collected High School Books	Supplementary Readers
1935-36	\$59,644.45	\$ 36,069.29	\$ .....
1939-40	5,876.31	286,735.04	84,266.62
1944-45	3,488.93	309,696.31	135,179.20
1945-46	4,696.18	200,160.15	165,884.55
1946-47	2,739.83	275,715.28	175,378.48
1947-48	2,665.19	363,514.31	181,208.14

### INVENTORY

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H. S. Library Books
1935-36	\$1,290,910	\$ 198,882	\$ .....	\$ .....	\$ .....
1939-40	5,050,532	1,016,135	505,186	5,736	.....
1944-45	5,096,135	1,767,157	835,460	263,130	141,384
1945-46	5,803,867	1,262,072	955,008	312,133	180,645
1946-47	6,704,720	1,327,801	1,069,213	379,693	228,506
1947-48	6,869,466	1,379,941	1,145,890	443,480	254,639

### EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

1935-36	\$423,474.19	\$232,636.16	\$ .....	\$ .....	\$ .....
1939-40	193,324.74	225,131.92	19,115.09	4,180.12	.....
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1945-46	498,449.31	170,745.31	79,491.17	47,495.34	75,422.60
1946-47	428,792.04	195,393.94	71,114.64	76,627.02	102,264.68
1947-48	907,486.67	351,077.11	95,100.71	73,788.59	52,056.51



The art hour provides opportunity for individual expression

## EXPENDITURES

The public schools of North Carolina are supported by State, county, local and private funds.

The General Assembly, which meets biennially in January of odd years, makes annual appropriations for support of the twelve year program for a nine months term on State standards of cost. These standards include such items as salary schedules for all school employees, the number of pupils in average daily attendance for the allotment of teachers, the size of the school, and other budgetary information necessary for the current operation of the schools.

## State Funds

The following table shows the appropriation expenditures from the General Fund for various school purposes from 1933-34 to 1947-48:

APPROPRIATION EXPENDITURES (Budget Reports)				
Fiscal Year	Support of 9 Mos. Term (8 mos.)	State Board Adm. (Sch. Com.)	Vocational Education	Purchase of Free Textbooks
1933-34	\$15,443,549	\$ -	\$ 80,839	\$ -
1934-35	16,664,711	-	84,990	-
1935-36	20,223,211	-	131,953	-
1936-37	22,111,307	-	151,425	-
1937-38	23,708,589	-	227,156	-
1938-39	24,872,505	-	241,628	-
1939-40	25,850,029	59,168	300,054	-
1940-41	26,924,922	59,014	333,290	339,272
1941-42	28,009,945	58,889	559,509	196,845
1942-43	30,312,482	58,660	639,073	200,000
1943-44	36,955,297	71,338	717,778	112,006
1944-45	37,823,324	78,517	819,241	152,349
1945-46	44,208,021	76,894	1,091,300	434,711
1946-47	50,587,689	94,652	1,536,248	594,698
1947-48	57,758,041	101,874	1,493,788	819,998

APPROPRIATION EXPENDITURES (Continued) (Budget Reports)				
Fiscal Year	Voc. Textile Training School	Purchase of School Buses	Total Appropriation Expenditures	Plus Dept. Public Instruction
1933-34	\$ -	\$ -	\$15,524,388	\$ 57,576
1934-35	-	-	16,749,701	60,257
1935-36	-	-	20,355,164	80,295
1936-37	-	-	22,262,732	78,722
1937-38	*14,598	-	23,950,343	86,230
1938-39	*21,219	-	25,135,352	91,772
1939-40	*29,106	-	26,238,657	91,759
1940-41	*28,912	-	27,745,410	92,918
1941-42	*27,396	-	28,852,584	101,443
1942-43	*24,489	-	31,231,704	107,350
1943-44	62,932	650,000	38,569,351	120,843
1944-45	5,197	1,044,000	39,922,928	122,138
1945-46	8,759	1,338,764	47,158,449	123,366
1946-47	10,023	2,255,061	54,788,381	137,282
1947-48	37,499	2,443,902	62,655,102	166,711

\*Adult education.

In addition to these funds appropriated from the State Treasury, the local county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools. Then, too, a number of the larger districts within county units have, under the law, voted a tax on property for the purpose of providing school facilities other than those provided with the use of State, county and local funds.

The local units are also responsible for capital outlay and debt service. In some few instances money is raised locally through gifts and money raising activities for the use of the local school.



Paste, paper and sand are utilized in a learning situation

### Local Funds

The table below shows expenditures from local county, city and district sources for recent years. These figures include any Federal, philanthropic or private funds made available for school purposes.

Fiscal Year	EXPENDITURES FROM LOCAL FUNDS (Including Federal Aid, Philanthropic Aid and Gifts)			
	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,956,306.27	\$ 942,409.03	\$5,709,358.57	\$ 8,608,073.87
1934-35	2,115,532.81	3,318,911.60	6,275,718.00	11,710,162.41
1935-36	3,117,719.35	4,313,313.37	6,477,238.53	13,908,271.25
1936-37	3,831,406.01	5,918,138.38	7,504,621.60	17,254,165.99
1937-38	4,436,628.96	5,217,243.10	6,809,279.05	16,463,151.11
1938-39	4,860,855.93	4,590,351.14	6,916,194.25	16,367,401.32
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1940-41	5,311,320.59	3,770,896.26	6,963,840.80	16,046,057.65
1941-42	5,920,586.41	4,095,917.78	7,181,737.55	17,198,241.71
1942-43	6,412,926.98	2,602,086.52	6,549,030.57	15,564,044.07
1943-44	6,484,295.18	1,655,345.97	6,608,158.55	14,747,799.70
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1945-46	7,979,704.56	3,147,430.76	5,968,357.45	17,095,492.77
1946-47	*16,312,395.59	5,664,928.85	5,199,535.89	27,176,860.33

\*Includes about \$7,000,000 Federal Aid for lunch rooms, Veterans training and vocational education.

## CURRENT EXPENSE PER PUPIL

Total and per pupil expense for current operation of the public schools are shown below:

<i>Year</i>	<i>*Total Current Expense</i>	<i>A. D. A.</i>	<i>C. E. Per Pupil</i>
1933-34	\$18,296,363.78	756,768	\$24.18
1934-35	19,254,098.07	761,433	25.29
1935-36	23,623,040.79	759,604	31.10
1936-37	25,550,073.36	762,881	33.49
1937-38	30,298,465.21	771,982	39.25
1938-39	30,811,279.03	790,502	38.97
1939-40	32,044,363.56	790,003	40.56
1940-41	34,195,797.55	786,374	43.49
1941-42	36,684,669.81	779,850	47.04
1942-43	37,703,709.31	753,140	50.06
1943-44	46,649,614.69	728,412	64.04
1944-45	50,088,131.06	713,146	70.24
1945-46	56,970,455.22	718,944	79.24
1946-47	70,175,117.83	734,327	95.56
1947-48	**72,655,102.00	751,018	96.74

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\*This total is not exactly same as total State and local funds in tables above since State funds above include State administrative costs and are taken from another source.

\*\*Estimated.

## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1946-47

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units:</b>			
<b>61. General Control:</b>			
611. Salary: Superintendents .....	\$ 737,500.32	\$ .....	\$ 737,500.32
612. Travel: Superintendents .....	49,962.96	.....	49,962.96
613. Salary: Clerical Assistants .....	398,435.13	.....	398,435.13
614. Office Expense .....	59,168.96	.....	59,168.96
615. County Boards of Education .....	9,932.05	.....	9,932.05
Total General Control .....	\$ 1,254,999.42	\$ .....	\$ 1,254,999.42
<b>62. Instructional Service:</b>			
621. Salaries: Elementary Teachers ..	\$20,947,041.78	\$ 9,973,841.88	\$30,920,883.66
622. Salaries: High School Teachers ..	5,790,933.08	1,531,036.01	7,321,969.09
623. Salaries:			
1. Elementary Principals .....	914,859.23	258,187.58	1,173,046.81
2. High School Principals .....	2,083,686.53	572,342.03	2,656,028.56
Sub-Total Salaries .....	\$29,736,520.62	\$12,335,407.50	\$42,071,928.12
624. Instructional Supplies .....	216,218.31	65,470.38	281,688.69
Total Instructional Service .....	\$29,952,738.93	\$12,400,877.88	\$42,353,616.81
<b>63. Operation of Plant:</b>			
631. Wages: Janitors .....	\$ 1,358,153.99	\$ 220,608.90	\$ 1,578,762.89
632. Fuel .....	932,017.61	222,572.41	1,154,590.02
633. Water, Light, Power .....	200,418.19	39,239.99	239,658.18
634. Janitors' Supplies .....	100,765.14	30,268.56	131,033.70
635. Telephone .....	16,163.44	2,067.70	18,231.14
Total Operation of Plant .....	\$ 2,607,518.37	\$ 514,757.56	\$ 3,122,275.93
<b>65. Fixed Charges:</b>			
653. Compensation: School Employees ..	\$ 9,851.87	\$ 2,722.61	\$ 12,574.48
654. Reimbursement: Injured Pupils ..	6,156.03	1,440.57	7,596.60
Total Fixed Charges .....	\$ 16,007.90	\$ 4,163.18	\$ 20,171.08
<b>66. Auxiliary Agencies:</b>			
661. Transportation			
1. Wages of Drivers .....	\$ 610,686.90	\$ 111,851.93	\$ 722,538.83
2. Gas, Oil, Grease .....	418,271.42	81,595.40	499,869.82
3. Salary: Mechanics .....	663,000.41	75,498.39	738,498.80
4a. Repair Parts, Batteries .....	957,806.90	165,392.79	1,123,199.69
4b. Tires and Tubes .....	399,309.88	64,553.32	463,863.20
4c. Insurance and License .....	11,719.57	1,763.51	13,483.08
5. Contract .....	41,689.75	17,659.10	59,348.85
Sub-Total (1-5) .....	\$ 3,102,187.83	\$ 518,311.41	\$ 3,620,802.27
6. Major Replacement .....	1,224,225.07	137,813.96	1,362,039.03
Sub-Total (1-6) .....	\$ 4,326,412.90	\$ 656,125.40	\$ 4,982,811.30
7. Principal's Bus Travel .....	20,467.35	3,490.33	23,957.68
Total Transportation .....	\$ 4,346,880.25	\$ 659,618.73	\$ 5,006,498.98
662. School Libraries .....	136,281.60	27,632.33	163,913.93
Total-Auxiliary Agencies .....	\$ 4,483,161.85	\$ 687,251.06	\$ 5,170,712.91
Total Paid Out by Administrative Units ..	\$28,314,726.47	\$13,607,049.68	\$41,921,776.15
<b>B. State Aid Paid Direct:</b>			
Surety Bond Premium .....			3,587.70
Total Support of Public Schools .....			\$51,925,363.85



## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1947-48

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units:</b>			
<b>61. General Control:</b>			
611. Salary: Superintendents .....	\$ 835,610.02	\$ .	\$ 835,610.02
612. Travel: Superintendents .....	54,887.52	—	54,887.52
613. Salary: Clerical Assistants .....	428,770.72	—	428,770.72
614. Office Expense .....	76,052.31	—	76,052.31
615. County Boards of Education .....	9,957.73	—	9,957.73
Total General Control .....	\$ 1,405,278.30	\$ .	\$ 1,405,278.30
<b>62. Instructional Service:</b>			
621. Salaries: Elementary Teachers .....	\$24,792,387.38	\$11,693,518.99	\$36,485,906.37
622. Salaries: High School Teachers .....	6,861,461.02	1,845,585.95	8,707,046.97
623. Salaries:			
1. Elementary Principals .....	1,060,028.10	289,806.10	1,349,834.20
2. High School Principals .....	2,316,721.18	654,780.80	2,971,501.98
Sub-Total Salaries .....	\$35,030,597.68	\$14,483,691.84	\$49,514,289.52
624. Instructional Supplies .....	219,360.43	73,762.71	293,123.14
Total Instructional Service .....	\$35,249,958.11	\$14,557,454.55	\$49,807,412.66
<b>63. Operation of Plant:</b>			
631. Wages: Janitors .....	\$ 1,377,714.65	\$ 252,891.20	\$ 1,630,605.85
632. Fuel .....	672,214.95	199,046.80	871,291.75
633. Water, Light, Power .....	218,598.62	45,961.87	264,560.49
634. Janitors' Supplies .....	107,042.41	33,201.54	142,243.95
635. Telephone .....	18,481.54	2,555.31	21,036.85
Total Operation of Plant .....	\$ 2,391,082.17	\$ 533,656.72	\$ 2,929,738.89
<b>65. Fixed Charges:</b>			
653. Compensation: School Employees .....	\$ 9,318.08	\$ 2,160.09	\$ 11,478.17
654. Reimbursement: Injured Pupils .....	9,556.99	589.00	10,145.99
Total Fixed Charges .....	\$ 18,875.07	\$ 2,749.09	\$ 21,624.16
<b>66. Auxiliary Agencies:</b>			
661. Transportation			
1. Wages of Drivers .....	\$ 756,519.21	\$ 152,358.51	\$ 908,877.72
2. Gas, Oil, Grease .....	537,302.13	127,503.65	664,805.78
3. Salary: Mechanics .....	641,465.84	133,403.23	774,869.07
4a. Repair Parts, Batteries .....	624,919.94	148,091.05	772,920.99
4b. Tires and Tubes .....	189,500.38	37,768.90	227,269.28
4c. Insurance and License .....	12,338.03	2,170.15	14,508.18
5. Contract .....	35,676.47	21,786.50	57,462.97
Sub-Total (1-5) .....	\$ 2,797,722.00	\$ 622,991.99	\$ 3,420,713.99
6. Major Replacement .....	1,221,225.07	137,813.96	1,362,039.03
Sub-Total (1-6) .....	\$ 5,207,698.27	\$ 1,020,514.91	\$ 6,228,213.18
7. Principal's Bus Travel .....	31,066.84	6,045.99	37,112.83
Total Transportation .....	\$ 5,238,765.11	\$ 1,026,560.90	\$ 6,265,326.01
662. School Libraries .....	133,986.84	34,742.06	168,728.90
Total Auxiliary Agencies .....	\$ 5,372,751.95	\$ 1,061,302.96	\$ 6,434,054.91
Total Paid Out by Administrative Units .....	\$41,440,945.60	\$16,157,163.32	\$60,598,108.92
<b>B. State Aid Paid Direct:</b>			
Surety Bond Premium .....			
Total Support of Public Schools .....			\$60,598,108.92

## II

# THE INSTRUCTIONAL PROGRAM

## ELEMENTARY SCHOOLS

For purposes of organization the first eight years of the North Carolina twelve-year program constitute the elementary school. Approximately 81 per cent of the total enrollment in the public schools is in these elementary grades, 691,420 in 1947-48. The number of State-allotted teachers and principals assigned to the elementary schools in 1947-48 was 19,214 out of a total personnel allotment for all public school purposes of 24,593. Although the enrollment and teacher assignments in the elementary school are far greater than in the high school, there were only 444 classified elementary principals against 894 classified high school principals. This difference gives an indication of the number of union schools in the State with a total twelve-year program, and also indicates the existence within the State of several very small elementary schools.

The art exhibit presents an opportunity for admiration and appreciation



The curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced experience in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas children are given opportunities to gain competence in the basic skills and to develop properly in the important areas of physical and emotional maturity and good citizenship. In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

The North Carolina curriculum is implemented by use of free textbooks. Library books, supplementary readers, maps and

Globe, dictionary and encyclopedia are essential materials of the school



globes, art and construction supplies, music appreciation materials, and other instructional aids are also used in enriching the curriculum.

Although remarkable progress is evident, there are deficiencies which persistently challenge the elementary schools:

1. In the curriculum more emphasis is needed on "the problem approach" in teaching. Children need opportunities to learn and practice skills in their selection and solution of meaningful activities.

2. Particularly in union schools, principals need more training and experience in organizing and supervising the program of elementary education.

3. Supervision is urgently needed as a means of assisting teachers with instructional techniques. Only 24 of the 172 administrative units had the services of a supervisor.

4. As soon as possible, the State needs to move into a program of kindergarten education. Permissive legislation already exists.

5. Library facilities and services need to be expanded.

6. Through a program of special education, greater concern should be extended to those children who deviate from the normal average, either mentally, physically, or emotionally.

Many schools of the State provide experiences in motion picture operation



## HIGH SCHOOLS

A study of the North Carolina schools has revealed that the central problem in improving the educational opportunities for North Carolina youth is the small size of most of the high schools. The curriculum offerings for a large part of the high schools are limited to the five academic fields: English, mathematics, social studies, science and foreign languages. Three-teacher high schools attempt to offer four units in each of these subject fields, except for foreign languages in which only two units are offered. Such a program has been designed primarily for the small group which will go to college and probably accounts for the tremendous withdrawal of pupils for whom opportunities are inappropriate.

By careful planning, limited opportunities in home economics and agriculture or industrial arts are possible in four and five teacher high schools.

In high schools with six or more teachers, it becomes possible to vary the opportunities to suit the needs and abilities of a variety of students. The number of high schools with six or more teachers is increasing from year to year. In 1944-45 43 per cent of the schools had six or more teachers, whereas for the session 1947-48 there were 514 schools or 53 per cent with six or more teachers. However, the number of small high schools is still one of the greatest handicaps to the development of a satisfactory curriculum. As is shown in the accompanying table the percentage of schools offering other than the five subjects mentioned

Sound equipment has many uses in the learning process



above are as follows: Agriculture, 50; typewriting, 50; shorthand, 27; music, 15; industrial arts and mechanical drawing, 15; vocational shop and trades, 9; art, 5; diversified occupations, 3.5; and distributive education, 2.

Only about half of the persons who enter high school graduate four years later. It has been found that the holding power of the larger high schools is greater than that of the smaller schools.

In consideration of the limitations of the small high school the solution to the problem rests in a re-organization of school districts so as to make possible larger high school enrollments and an enrichment in both the common learning and elective programs.

For some years an attempt has been made to emphasize the courses in agriculture and homemaking, particularly in the rural schools. In recent years there has been considerable growth in the number of courses offered in trade and industrial education and distributive education. Growth in industrial arts has not been rapid because of the shortage in North Carolina of trained teachers. There is prospect that more teachers will be trained in this field and that the State may look forward to expansion in industrial arts.

Because of the emphasis given to vocational courses special reports are added on these subjects and reports are presented on five programs which vitally affect both elementary and secondary schools—Veterans Farmer Training Program, Occupational Information and Guidance, School Libraries, the School Lunch Program and Resource-Use Education. There is also presented a report of the Rehabilitation Program, which is operated under the Division of Vocational Education.

## NUMBER OF HIGH SCHOOLS BY NUMBER OF TEACHERS, 1917-18

## NUMBER SCHOOLS

Number Teachers	WHITE			NEGRO			Total
	County	City	Total	County	City	Total	
1	5	1	6	19	1	20	26
2	21		21	7	1	8	29
3	85	2	87	26	7	33	120
4	79	3	82	35	10	45	127
1-4	190	6	196	87	19	106	302
5	106	6	112	25	9	34	146
6	109	3	112	15	7	22	134
7-11	210	23	233	36	14	50	283
12-16	13	15	28	3	7	10	38
Above 16	5	44	49	1	9	10	59
Total	633	97	730	167	65	232	962

The play is one of the oldest forms used to teach self-expression



# NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS 1947-48

(From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>English:</b>						
English I	722	41,214	232	12,710	954	53,954
English II	708	35,416	225	10,715	933	45,861
English III	693	26,964	221	7,959	914	34,923
English IV	688	21,616	211	5,769	899	27,415
Dramatics	48	1,357	15	365	63	1,722
Speech	29	714	6	112	35	826
Journalism	51	1,043	5	137	56	1,150
Spelling	69	6,511	20	1,261	89	7,802
Debate and Public Speaking	1	58	0	0	1	58
Library Science	12	210	1	31	13	241
Language Arts	0	0	1	10	1	40
Misc. (Contemporary literature, remedial)	4	49	0	0	4	49
Stage Craft	1	32	0	0	1	32
<b>Mathematics:</b>						
General Mathematics I	525	25,455	202	11,231	727	36,686
General Mathematics II	0	0	18	512	18	512
Algebra I	684	33,620	197	8,837	881	42,457
Algebra II	368	13,096	75	2,803	443	15,899
Plane Geometry	493	12,738	139	3,931	632	16,669
Solid Geometry	35	700	6	145	41	845
Trigonometry	37	767	0	0	37	767
Basic Mathematics, Arithmetic	22	430	0	0	22	430
College or Advanced Algebra	23	534	0	0	23	534
Textile Mathematics	1	24	0	0	1	24
Survey Mathematics	1	23	0	0	1	23
Consumer Mathematics	6	126	0	0	6	126
Practical Mathematics	1	17	0	0	1	17
<b>Social Studies:</b>						
Citizenship	533	27,203	181	10,102	714	37,305
World History	382	13,025	112	5,715	524	18,740
United States History	629	27,805	191	7,216	820	35,021
Economics	438	9,594	139	3,481	577	13,075
Sociology	410	9,538	135	3,094	575	12,632
Problems	46	1,269	13	1,170	89	2,439
Geography	213	5,063	52	1,134	265	6,497
Government	5	465	0	0	5	465
Ancient History	9	189	5	226	14	715
Modern History	10	230	7	235	17	465
North Carolina History	1	13	8	697	9	710
Latin American History	2	56	0	0	2	56
Current History	2	31	0	0	2	31
International Relations	2	90	0	0	2	90
Occupational Guidance	10	716	8	197	18	913
Negro History	0	0	13	534	13	534
<b>Science:</b>						
General Science	521	22,489	189	9,225	710	31,814
Biology	677	31,269	215	9,997	892	44,366
Chemistry	310	7,206	121	4,224	434	11,430
Physics	214	1,531	82	2,062	326	6,596
Sci. Science, Physical Sciences	6	164	0	0	6	164
Aeronautics	1	91	0	0	1	94
<b>Health and Safety:</b>						
Health	532	32,209	135	9,197	667	41,606
Hygiene	1	15	0	0	1	15
Driver Education	23	677	2	48	25	725
Safety and First Aid	7	193	0	0	7	193
<b>Physical Education</b>	618	49,610	168	9,067	786	58,677
<b>Art, Arts and Crafts</b>	34	1,514	13	925	47	2,469



# NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS 1917-18

(From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>Music</b>	30	1,570	43	3,088	73	4,658
Glee Club, Chorus, Choir, etc.	112	6,823	18	1,401	130	8,224
Orchestra and Band	84	4,273	21	801	105	5,074
Music Appreciation	2	29	0	0	2	29
<b>Vocational:</b>						
Agriculture I	377	6,985	93	2,294	470	9,279
Agriculture II	358	5,489	93	1,565	451	7,054
Agriculture III and IV	336	4,893	74	1,094	410	5,987
Home Economics I	588	17,918	157	6,006	745	23,924
Home Economics II	562	12,596	152	4,244	714	16,840
Home Economics III and IV	316	4,844	103	2,426	419	7,270
Industrial Arts	60	3,194	24	1,294	84	4,488
Mechanical Drawing	28	1,047	2	44	30	1,093
Diversified Occupations	22	550	11	244	33	794
Distributive Education	19	547	0	0	19	547
Vocational Shop and Trades, Sheet Metal, Electricity, etc.	43	1,198	44	1,141	87	2,339
Printing	5	91	0	0	5	91
Radio	3	75	0	0	3	75
Cosmetology	1	77	0	0	1	77
Textiles	1	23	0	0	1	23
<b>Business Education:</b>						
General Business	173	5,979	25	805	198	6,784
Typewriting I	432	17,928	46	1,260	478	19,188
Typewriting II	331	6,699	20	323	351	7,022
Business Arithmetic	114	3,536	23	688	137	4,224
Elementary Bookkeeping	226	5,254	9	209	235	5,463
Advanced Bookkeeping	18	241	0	0	18	241
Shorthand I	242	4,164	18	383	260	4,547
Shorthand II	89	892	9	93	98	985
Business English	24	638	2	28	26	666
Salesmanship	8	196	0	0	8	196
Business Law	25	527	2	74	27	601
Business Geography	7	234	0	0	7	234
Secretarial & Office Practice	13	159	1	18	14	177
Banking	1	5	0	0	1	5
Consumer Economics	1	20	0	0	1	20
Business Machines	1	83	0	0	1	83
<b>Foreign Language:</b>						
French I	495	9,642	153	4,409	648	14,051
French II	437	5,893	145	2,909	582	8,802
Latin I	148	1,914	15	525	163	5,449
Latin II	127	3,317	11	357	141	3,674
Latin III	5	75	0	0	5	75
Latin IV	4	55	0	0	4	55
Spanish I	92	3,212	4	116	96	3,328
Spanish II	79	1,787	3	66	82	1,853
Spanish III	1	19	0	0	1	19
<b>Other Subjects:</b>						
Psychology	4	140	0	0	4	140
Bible	90	5,322	1	4	91	5,326
R. O. T. C.	1	300	0	0	1	300

## ENROLLMENTS BY GRADES—1917-18

Grade	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Ninth	---	42,708	---	14,004	---	56,709
Tenth	---	35,304	---	10,626	---	45,927
Eleventh	---	27,965	---	7,920	---	35,885
Twelfth	---	22,763	---	5,814	---	28,577
Total	730	128,737	226	38,361	956	167,098



The course in typewriting is valuable for personal use or for career

## AGRICULTURAL EDUCATION

**What Is Vocational Agriculture?** Vocational agriculture is a course of instruction in high schools designed to prepare boys for the business of farming and for a happier and more useful life on the farm; to give farmers and boys, who have stopped school, training that will make them more efficient in their life work, and to make the country a better place in which to live.

**What Is Taught?** The course of study for the agricultural pupils is planned to give them a well-rounded education. The whole work is based on the idea of finding out the needs of the people who live in the community and then teaching the things that will help to meet these needs. The fundamental principle is the getting of an education out of life on the farm.

The agricultural instruction attempts to give the pupil the fundamental principle underlying farming in that community and to show how they may be put into practice to secure the best results. The pupil studies the growing, cultivation, harvesting and selling of crops; the selection, breeding, feeding, care, management and marketing of livestock; the production of fruit; the soil; crop rotation; how to handle machinery and to do the ordinary repair and construction jobs that arise on the farm; how to avoid or control injurious insects or diseases; and the keeping of farm accounts and records. The studies are related to life on the farm and the community becomes the pupil's laboratory.



Evening class farmers repair a grain drill in the school shop

**Boys Learn to Do by Doing.** Realizing that a pupil must know the "how" as well as the "why" of farming, each pupil is required to do some kind of practical work either on his home farm or the school farm which enables him to put into practice the principles learned through instruction. For example, a boy may be making a study of crops. Then he will be asked to be responsible for the growing, harvesting and marketing of some particular crop or crops. He keeps accurate records of his transactions and at the end of the year he is able to tell how much he made or lost on the crop. Thus definite and practical instruction in agriculture and farm accounting are brought to the boy on his home farm.

**The Teacher of Agriculture.** The teacher of agriculture is on the job twelve months in the year. This means that a well-trained man, a graduate of an agricultural college, is in the community all the time. When school is not in session he spends his time supervising and helping the boys with their practical work, advising and assisting the farmers with their various farm problems and acting as a leader in any movement for the good of the community.

**Everybody In a Community Benefitted.** The following persons may secure the benefits of a Department of Vocational Agriculture when it is introduced into a community:



Vocational agriculture students study pastures under direction of the teacher

1. Boys, fourteen years of age and above, who are regularly enrolled in school.
2. Farm boys, who have stopped school and who feel the need of instruction and information on farming, may attend short courses.
3. Farmers who want specific instruction on certain problems concerning the management of the farm, may attend short courses. The length of the course, the date and time of meetings can be arranged to suit the convenience of those attending.
4. Veterans who receive training in agriculture.

Registered Hereford bulls owned by FFA boys are used for breeding purposes



**Partnership Affair.** The financial burden of teaching agriculture is a partnership affair between the State and Federal governments on the one hand and the local county or community on the other hand. The State and Federal governments pay two-thirds of the teacher's salary and the county one-third. The county furnishes the equipment.

### Future Farmer Activities

Following is a report of the State Future Farmers of America Organization for the year ending July 1, 1948:

#### I. Organization

Total number chartered active local chapters.....	397
Total number white departments of Vocational Agriculture without FFA chapters.....	0
Total active membership in chartered chapters.....	16,218
Total amount of National dues paid by June 30.....	\$1,621.80

#### II. Membership Distribution and Status

Present distribution of active membership, by degrees:	
Total No. of active members holding Green Hand Degree	6,418
Total No. of active members holding Chapter Farm Degrees	9,312
Total No. of active members now holding State Farmer Degrees	440
Total No. of active members holding American Farmer Degrees	24
Total active membership.....	16,218
Total No. of associate members (local).....	10,250
Total No. of honorary members (local).....	3,150
Total No. of honorary members (State).....	20
Grand total membership.....	29,638

#### III. Leadership

The State Association nominated its full quota of American farmers .....	13
No. chapters having libraries with 5 or more FFA books	324
No. chapters holding a public-speaking contest.....	271
No. chapters using accepted form of parliamentary procedure in conducting chapter meetings.....	347
No. chapters having definite continuing written program of work .....	280
No. chapters issuing news sheets or news letters.....	112
No. chapters preparing publicity material regularly.....	260
No. chapters participating in leadership training schools of conferences for local chapter officers and members provided by State Association.....	308
Total member participation.....	8,200
No. of chapters that have prepared and given one or more radio programs.....	54
Total No. chapters within the State visited by State boy officers during the past year.....	64
No. of Association members attending last National FFA Convention .....	30

## IV. Recreation

No. chapters that provided supervised recreation .....	360
No. members who participated in supervised recreation activities .....	8,202
The State Association owns two camps, White Lake Camp at White Lake, and Tom Browne Camp near Barnardsville, N. C.	
Length of camping period.....	11 weeks
No. of members attending State camps.....	3,680
No. of chapters represented.....	274
State Association participated in National FFA Day program	

The total project income of North Carolina's Future Farmers of America during the past year amounted to \$2,408,910.72. Most of the income which resulted from these projects will be invested in home and farm improvement programs.

Increased emphasis has been placed upon livestock production, which farm leaders believe will raise farm living standards. The total livestock earnings of FFA members last year amounted to \$1,789,190.72 while their field crop income was \$719,710.32. Among North Carolina's older farmers the reverse is true; they make more money from the sale of crops.

FFA livestock projects during the year included 3,841 beef cattle, 5,206 dairy cows, 5,815 hogs, 312,784 laying hens, 817,640 broilers, and 8,216 turkeys.

The layers brought in the largest income--\$684,718.12. Broilers were second at \$350,210.98, and dairy cattle third at \$312,781.18.

Field crop projects included 5,218 acres of corn, 1,016 acres of tobacco, 3,218 acres of cotton, 2,487 acres of small grains, and 1,206 acres of truck crops. Corn was the leading income producer,

Checks are presented to FFA winners in the State Supervised Practice Contest



bringing the young farmers a total of \$254,651.06. Tobacco was second at \$176,482.12, and cotton was third at \$128,862.08.

### New Farmers of America

During the past year the North Carolina Association of New Farmers of America has made a fine record. Chief among these is the fact that the members have done pioneer work in getting beef cattle started on Negro farms. In November, 1916, the program was started with eight Sears' bulls. Now there are over 300. The livestock show was one of the largest attended shows ever conducted in the State with over 2,000 present. This livestock program is having its influence on the development of good pastures on many farms.

N.F.A. boys have made a fine record in the hybrid corn program. Wooten of Sedalia produced 139 bushels. In sweet potato production, Hargraves of Henderson took first place with 305 bushels per acre.

The N.F.A. Association was one of the few State Associations having winners in each of the Future Farmers of America Foundation awards. North Carolina boys won the following:

First Place—State Superior Farmer Award.

First Place—Rural Electrification.

First Place—Quiz Contest.

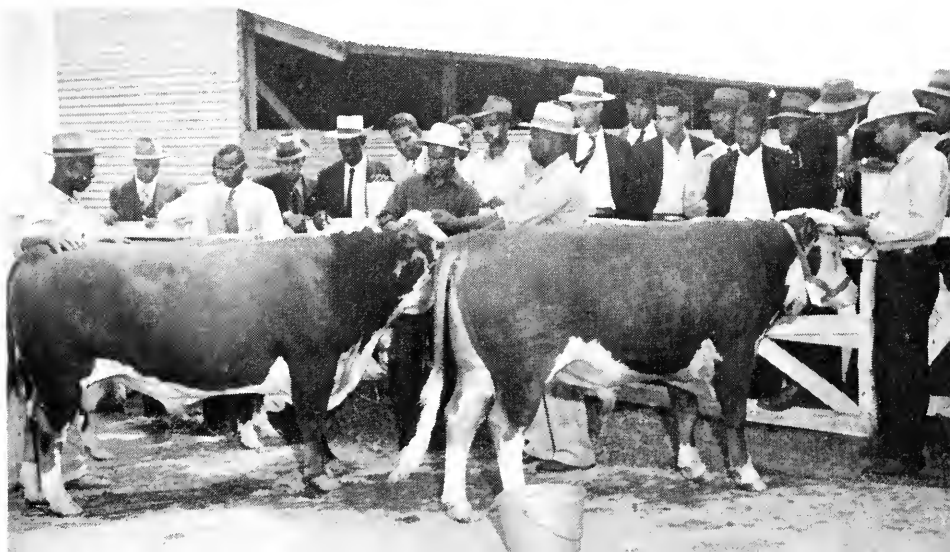
Second Place—Dairy Farming.

Second Place—Farm and Home Improvement.

Second Place—Quartette Contest.

Second Place—The H. O. Sargent Award.

New Farmers of America show their beef cattle



The Association has continued its program of help for the Negro Orphanage at Oxford. The contract for the vocational building will be let this year and will be ready for use by the fall of 1949.

The Association is greatly in need of a camp. Progress is being made in this direction.

The Association has the largest number of paid-up members this year in the history of the organization. This increase in membership indicates that there is no lagging of interest in the program on the part of these farm boys.

EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM					
Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323	-----	323	\$ 41,480.85
1919-20	44	721	-----	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	397	17,280	3,743	21,023	1,660,431.87
1945-46	427	16,256	10,549	26,805	1,635,763.33
1946-47	455	16,528	5,306	21,834	2,996,281.97
1947-48	481	19,636	6,638	26,274	3,795,149.29

### VETERANS FARMER TRAINING PROGRAM

The Veterans Farmer Training Program is provided for Veterans of World War II who have had as much as 90 days active service and who are now operating farms on a self-proprietorship basis as owners, leasors, or renters.

Farm training for this group is made possible by a special contract between the Veterans Administration and the State Board of Education. The Program is financed by tuition paid by the Veterans Administration to the State Board of Education on a cost basis. The State Board of Education, through the State Department of Public Instruction, is responsible for the operation, administration, and supervision of the program in cooperation with the local administrative units. The training is offered only in high schools having vocational agriculture departments and the local teacher of agriculture is responsible for the supervision





Veterans receive instruction on swine management

of the program in the local community. The regular teacher of agriculture must have one assistant teacher for each 18 to 20 veterans enrolled.

The length of the training program for each veteran enrolled is from one to four years, depending on : (1) Length of entitlement granted the veteran by the Veterans Administration; (2) Past experience and training; (3) Progress made in training and farming.

In order to participate in this training program, the following qualifications must be met:

1. The veteran must have complete control of the operation of the farm through ownership, lease, management agreement, or other tenure arrangement which fully protects the veteran.
2. The farm must be of sufficient size and suitability for full-time instruction in all farm management operations necessary to the particular type of farming selected and the operation of the farm together with the course of training must occupy the full time of the trainee.
3. The size and quality of the farm must indicate that it will be sufficiently productive to insure the trainee a satisfactory income under normal conditions at the conclusion of the training program.
4. The trainee must:
  - (a) Spend a minimum of 200 hours per year attending classes of organized instruction conducted by the teacher of agriculture or his assistant.



A veteran develops practical farm shop skills under supervision of instructor

- (b) Be engaged in full-time farming, including the time spent in organized instruction and on-the-job instruction.
  - (c) With the assistance of the teacher and his advisory committee prepare a home and farm plan, including financial statement, budget of income and expenses, schedule of production and disposal of crops, livestock products, inventory of livestock, equipment and supplies, and statement of family living furnished by the farm.
5. In addition to the organized instruction the teacher must visit each trainee on the farm at regular intervals for a minimum of 100 hours per year and not less than two visits per month for the purpose of giving the trainee instruction and assistance in planning and managing the operation of the farm and for the purpose of relating the institutional instruction to the carrying out of the farm and home plan.

Instruction is based on the type of farming most profitable in the area and the skills needed in carrying out the individual farm plans. Farm management, farm mechanics, crop and livestock production, and soil conservation are the main units of instruction given.

Records of the achievements of each trainee are kept by the assistant teachers as a basis for making an annual appraisal of his progress in the training program. Each trainee is required to make satisfactory progress in order to continue in training.

The following are a few of the new accomplishments of the 24,000 veterans enrolled during the year 1948:

#### ACCOMPLISHMENTS OF TRAINEES

<i>Practices</i>	<i>Number</i>	<i>No. of Veterans Participating</i>
Purebred milk cows acquired .....	2,256	1,332
High grade milk cows acquired.....	14,080	8,713
Purebred beef cattle acquired .....	1,249	569
High grade beef cattle acquired.....	3,863	1,320
Certified baby chicks brooded.....	1,988,396	13,499
New permanent pastures sown, acres....	30,405	7,483
Terraces constructed, feet.....	9,214,678	4,045
Land Reforested, acres .....	3,039	445
Adapted hybrid corn grown, acres.....	101,359	13,491
Lawns, prepared, fertilized and seeded, square yards.....	3,012,077	2,816
Dwellings painted outside.....	4,249	4,249
Dwellings painted inside.....	8,468	8,468
Running water installed in home.....	1,737	1,737
Bathrooms installed .....	1,271	1,271
Dwellings wired for electricity.....	7,390	7,390
Food canned, quarts.....	4,362,187	19,712
Meat cured, pounds.....	11,030,865	19,104
Changed from renter to owner.....	980	980

#### HOMEMAKING EDUCATION

Homemaking education in the high schools of North Carolina attempts to prepare the individual for effective home living. The areas included in the curriculum are food and nutrition, clothing, family economics, housing, health, family relations and child development. Emphasis is given throughout the instructional program on health, relationships, management of resources—time, energy and money, creating and appreciating beauty, democratic ways of working together, as well as the mechanics of house-keeping.



Future Homemakers hold leadership conference at camp

Recognition is given to the fact that satisfying family living is essential to the well being of every individual and that there is no substitute for happy, understanding family relationships. This, in truth, is the very core of the homemaking program—helping pupils to understand better their personal development and their contribution toward happy, wholesome family life today as the background for well adjusted happy families of tomorrow. It is important that they know that “Home is what you make it . . . Home is life, strength, comfort, love, achievement, honor. Or it is heartbreak, weakness, misery, failure, and

Homemaking students learn meal preparation on family basis



shame; or it is any one of the many things that lie between these two extremes. Pupils are helped to understand that the home can provide an atmosphere in which the individual may develop a feeling of adequacy which will enable him to cope with the problems of daily living and grow increasingly independent in solving

Renovation of garments is a part of the homemaking course



these problems to the satisfaction of herself as well as others. To supplement class instruction, the teacher through home visiting and supervision of home projects guides the pupil in selecting, planning and carrying through additional learning experiences in some area of homemaking in which she feels the need of additional training. This provides the tie between in-school and out-of-school activities and responsibilities which is necessary for effective learning.

The technique of home visiting is extremely important. The teacher must use tact in order to gain the confidence of the family. It requires a great deal of time on the part of the teacher, as well as a means of transportation.

In addition to daily class instruction and supervised home projects in the home, homemaking pupils now are given opportunities to participate in community projects that contribute to family well-being.

The two homemaking student organizations, Future Homemakers of America (white) and New Homemakers of America (Negro), are affiliated with the national organization. The purposes of both organizations are similar: to promote wholesome development of youth, better home living, democratic ways of working together for common good, and greater appreciation for home and family life.

The activities of both organizations are varied—raising funds for worthy projects; home, school and roadside beautification; sharing with less fortunate families both here and abroad; camping and entertaining members of opposite sex and parents. Through their efforts hundreds of dollars worth of equipment have been added to homemaking departments to make them more attractive and functional.

The number of girls and women working outside of the home in North Carolina has been steadily increasing. In many instances these women are performing the dual role of homemaker and wage-earner. Such responsibility presents many problems in personal and family living. The homemaking teacher can render invaluable services to these women through an instructional program in homemaking based upon the needs and interests of this group. Limitations of time and energy on the part of working women present a problem to the homemaking teacher. Newer ways of working with people, newer devices for teaching and adequate time in the teacher's schedule are factors that must

be considered by the administrator when he envisions a home-making program that is really effective in his school community.

There are approximately 875 homemaking departments in the white and Negro high schools in the State. Four hundred and ten of these are reimbursed from State and Federal funds.

The following table shows the growth of the vocational home-making program over a period of years:

#### GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

<i>Year</i>	<i>Departments</i>	<i>Enrollment</i>	<i>Evening Classes</i>	
			<i>Number</i>	<i>Enrollment</i>
1919-20	1	30	19	323
1924-25	0	0	31	4,522
1929-30	6	227	271	3,501
1934-35	87	5,283	355	6,761
1939-40	280	20,891	161	4,718
1944-45	406	26,493	160	3,006
1945-46	413	27,073	114	1,883
1946-47	401	26,355	143	8,366
1947-48	400	27,738	146	16,038

#### SCHOOL LUNCH PROGRAM

In August, 1943, a State School Lunch Program was officially set up as a part of the State Department of Public Instruction. Since its organization, the program in North Carolina has progressed very rapidly, and is fast developing into a well rounded, many faceted program.

**Staff.** At the time the program was organized, a staff consisting of only four persons was set up. During the period of August, 1943, to June, 1946, the number was increased to nine; during the period of July, 1946, to July, 1948, the number was increased to 18. These increases in staff were made necessary by the expansion of the program, both in numbers of schools and needed supervisory assistance.

**Schools, Meals and Money.** During the five years of operation, 1943 to 1948, the number of schools operating on the reimbursement program has increased steadily each year from 549 the first year to 1,287 in 1947-48. In addition to the schools receiving reimbursement, there were 129 lunchrooms operating inde-

pendently. Less than one-half of the schools in the State have lunchroom facilities.

Reports for 1946-47 show that 73.4 per cent of the children in average daily attendance were in schools having lunchroom facilities. This percentage represents 529,807 children out of 722,154 children in average daily attendance. Due to inadequate facilities and space, many of the children attending schools with lunchrooms were unable to eat in the lunchroom.

An analysis of reports for fiscal years ending June 30, 1944, 1945, 1946, 1947 and 1948 shows there has been a steady increase in price of food and labor each year. This increase in cost has been met through an increase in price of lunches served to children. Further comparisons can be made of the total number of lunches served, the number of Type A plate lunches served with milk, Type C (milk only) lunches served, the amount of cash income received from children and reimbursement, and how the money has been spent.

In 1947-48 there was a total of 36,483,900 lunches served, more than 3 times the number served in 1943-44. Of this number, 83.5 per cent of the children served received Type A lunch with milk, thus showing a steady increase in the amount of milk being used. The percentage of free lunches has dropped approximately 3 per cent since 1944-45, although the total number of free lunches served has remained fairly constant.

In addition to a balanced meal, the school lunch program provides an opportunity under supervision for teaching proper eating habits and table manners





During the school year 1947-48 an income of \$9,122,666.62 was realized from the 36,483,900 lunches served. This is almost twice the amount of money received in 1944-45. The children paid \$6,374,402.70 or 69.8 per cent of the total amount, whereas the Federal government paid in reimbursement \$2,633,941.50 or 28.8 per cent. The schools have received a total of \$482,961.75 from Federal sources for equipment. The amount of money received from children increases as more schools are accepted on the program, and the amount paid in reimbursement to each school decreases.

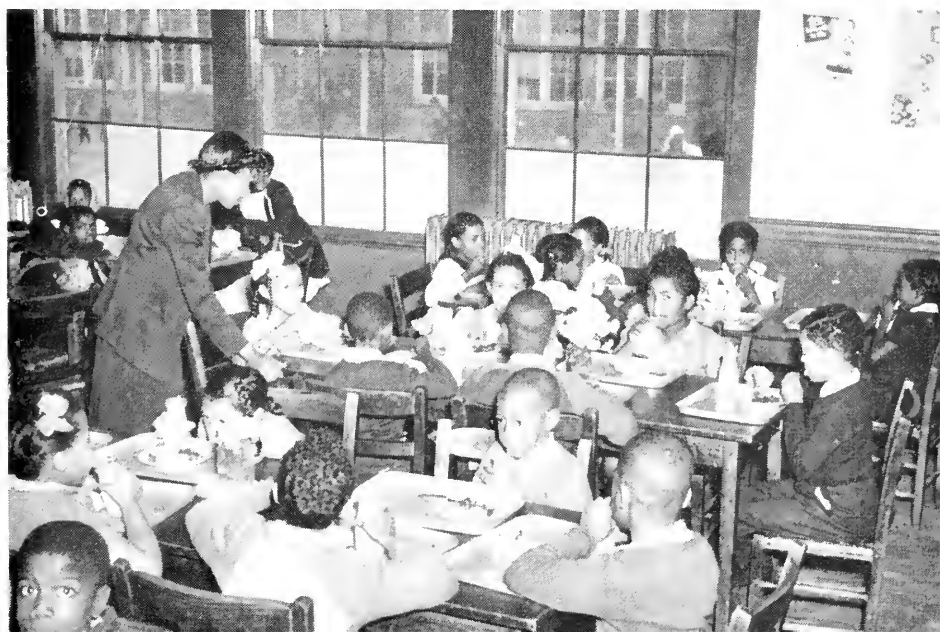
The amount spent for food increased from \$3,073,756.38 in 1944-45 to \$5,814,668.19 in 1947-48. The same type of picture is true for labor. It is interesting, however, to note that the labor cost percentage has remained constant.

The schools have made steady improvement in handling funds and in record keeping. In 1945-46 \$5,704.48 had to be refunded. In 1946-47 \$724.16 was returned, and in 1947-48, the schools did not have to refund any money to the Federal government.

Principals and teachers are working to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate the regular classroom teaching with activities in the lunchroom.

The schools each month are furnished two copies of the monthly bulletin published by the State Office. Included in the bulletin are suggestions for menus, suggested use for commodities, suggested

All children drink milk—an outgrowth of a rat feeding experiment



holiday decorations, happenings in North Carolina schools, and many other items pertinent to lunchroom operation. The State Office also supplies each school with a copy of the School Lunch Bulletin, printed each year, with the rules and regulations governing the lunch program. They are also given copies of all Federal publications needed.

For the past two years the State staff has been working with local personnel in developing in-service training programs for school personnel, lunchroom managers, one-day workshops in local areas, and five-day workshops scheduled in various parts of the State.

Five-day workshops have been held in Statesville, Wilson, Wilmington, Raleigh, and Charlotte with 317 lunchroom personnel attending. These workshops were conducted by the State staff, assisted by personnel from area U.S.D.A Office, sanitarians from local health department, nutritionists from the State Board of Health, nurses from the School-Health Coordinating Service, and specialists in equipment and foods from commercial organizations. They covered menu planning, food and equipment buying, job analysis, meal preparation, and cost and inventory control. Special emphasis was given to nutrition, care and use of equipment, sanitation, and records and reports. Equipment exhibits were set up by local firms in order that those in attendance could see the different types of equipment needed for good lunchroom operation.

The one-day workshops were modifications of the five-day workshops. They were held on a county basis, with principals, managers, and workers in attendance. Menu planning, sanitation, food purchase, and records and reports were topics discussed. These were planned to answer specific questions and solve individual problems. Local agencies cooperated with the State staff in these workshops.

This type of training is expected to provide better trained personnel, and thus meet a need which is becoming more evident every day with the growth of the State Program.

# ANNUAL SCHOOL LEAVE REPORT

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## TRADE AND INDUSTRIAL EDUCATION

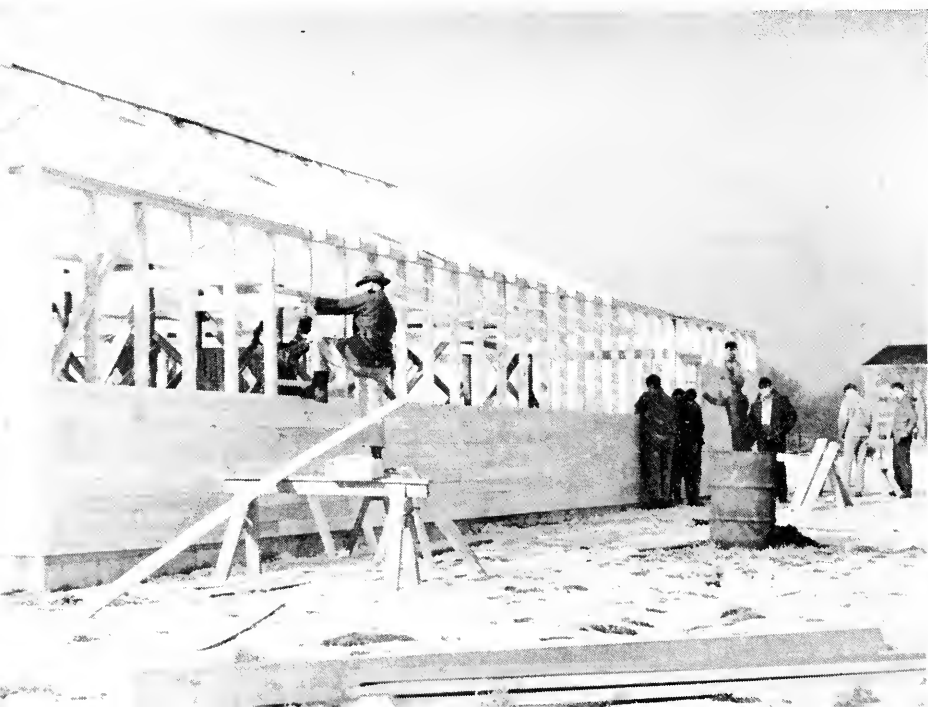
Trade and Industrial Education includes:

**I. Evening Trade Extension Classes**—For adults employed. In these classes workers may get technical instruction to help them in the work they are doing in order to keep up with new developments in the industries and to prepare them for promotion, if and when an opportunity comes their way.

**II. Part-time Classes**—For those finishing school and entering trades or industries. Diversified Occupations, for boys and girls entering industry instead of college, is the finest service the Trade and Industrial Program has to offer. This type of instruction uses the industries in the community as laboratories. The student has an opportunity, therefore, to earn while he learns under most favorable conditions, since he gets assistance from both school and industry to find his place and make good.

**III. Day Trade Classes**—These are offered in the larger high schools where equipment for the most skilled trades is available. This work is given to boys in the high school who are sixteen years of age or older, and who can profit by instruction which will prepare them to enter advantageously into the skilled trades. Half the school day is given to shop instruction and half is given

Students in trade classes learn carpentry in a practical way



to regular academic subjects. Such trades as auto mechanics, bricklaying, carpentry, cosmetology, drafting, electrical trades, furniture manufacturing, machinist, plumbing, printing, tailoring, and textiles are offered.

#### GROWTH OF TRADE AND INDUSTRIAL EDUCATION

<i>Year</i>	<i>Number of Classes</i>	<i>Enrollment</i>
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1934-35	509	7,908
1939-40	714	11,582
1944-45	407	7,859
1945-46	331	7,350
1946-47	463	8,660
1947-48	388	7,763

#### DISTRIBUTIVE EDUCATION

Distributive education provides the greatly needed vocational training for those entering and for those already engaged in some field of distribution. The field of distribution includes retail and wholesale businesses as well as services. Distributive edu-

Instruction at the machine is provided for these textile students



cation serves both the individual and our economy. The purposes of distributive education are to:

1. Fit young citizens to become self-supporting, efficient members of their own community by providing specialized training preparatory to entering retail or wholesale occupations.
2. Up-grade adult distributive workers through educational programs designed to make them more efficient.
3. Help to strengthen our economy by increasing the efficiency of our distribution system in terms of reduced cost and better service to consumers.
4. Promote full employment by selling the increasing volume of products of the farm and factory to the ultimate consumers.

Retailing alone is the third largest industry in the United States, while the total of these employed in distribution and services comprise the largest group of workers. The trend of employment away from farming and into the various fields of distribution and service bids fair to continue for a number of

A pupil from the distributive education class "earns and learns" under supervision



years. Of this large number of workers, distributive education is designed to serve the following specific groups:

1. The regularly enrolled high school boy or girl over sixteen years of age.
2. Part-time workers in distributive occupations.
3. Full-time employees in distributive occupations.
4. Managers and supervisors of retail, wholesale and service establishments.

### **Cooperative Program in Distributive Education**

In the high school program juniors and seniors who wish to make a career in some distributive business are enrolled in the cooperative part-time program. Under the guidance of a trained teacher-coordinator, they are given vocational training which is closely correlated with work experience in various distributive businesses in the community. Although the number of pupils trained through this program is relatively small, most of them have been successful in full-time jobs after graduation. Many of them have been promoted to junior executive jobs in retailing before or soon after graduation from high school.

A group of managers and supervisors study "How to Supervise employees"



During the past two years a standardized course of study for the cooperative program has been completed and printed. This course of study is now being used in many other states.

**COOPERATIVE PART-TIME VOCATIONAL TRAINING  
FOR YOUNG WORKERS**

<i>Year</i>	<i>No. Classes</i>	<i>No. Persons</i>	<i>Earnings</i>
1939-40	1	26	\$-----
1940-41	7	182	-----
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	267	74,640.81
1945-46	13	241	88,942.74
1946-47	15	330	139,909.34
1947-48	21	483	175,978.25

**Distributive Education Clubs**

Because the work experience required of distributive education pupils makes it necessary for them to miss some of the school activities, there was a spontaneous organization of Distributive Education Clubs in many communities. In 1944 the Distributive Education Clubs of North Carolina was organized and in 1947 the Distributive Education Clubs of America was organized. North Carolina is a charter member of one of the leaders in the organization of the national club. The purposes of these clubs are to provide leadership training and opportunity for social activities which these pupils could not have otherwise.

**The Extension Program**

Through the extension program in distributive education the public school is enabled to offer specific services to business leaders in the community and to the large number of workers in various fields of distribution, such as the restaurant and hotel group, dairies, department stores, apparel stores, food stores and drug stores. Although this is a new field of work in which training is greatly needed but is not traditional, a definite pattern is emerging. A long range educational program has been formulated which outlines a series of sequential courses for (1) managers, (2) supervisors, (3) selling employees, (4) non-selling em-



ployees. Although enrollment in courses for employees is much greater, special emphasis has been given to the training of executives to enable them to deal more effectively with personnel. The value of this type of training is evidenced by the increasing demand for services of this department by managers and by the greater satisfaction of employees who are benefiting from better supervision.

With funds now available for distributive education services, only a small fraction of the group needing training can be reached. Very few new programs requested by school administrators and business organizations could be organized because funds were not available for salaries.

#### EXTENSION CLASSES AND ENROLLMENT 1942-48

<i>Year</i>	EXECUTIVE CLASSES		EMPLOYEE CLASSES	
	<i>Number Classes</i>	<i>Number Enrolled</i>	<i>Number Classes</i>	<i>Number Enrolled</i>
1942-43	12	110	83	2,657
1943-44	13	135	90	2,460
1944-45	39	560	83	1,708
1945-46	69	990	175	4,047
1946-47	63	918	202	4,044
1947-48	61	867	323	6,477

Note: Enrollment in war-time clinics not included.

#### OCCUPATIONAL INFORMATION AND GUIDANCE

Great impetus to the guidance movement in North Carolina came about when the Department of Public Instruction in 1939, taking advantage of Federal funds made available for guidance from vocational education funds, set up an Occupational Information and Guidance Service in the Division of Vocational Education. The primary purpose of the service was to strengthen the vocational education program and to assist schools in the development of better guidance programs. Some of the more specific functions and purposes of the State guidance service are:

1. To prepare and distribute special bulletins dealing with plans, courses of study, and literature on studies, investigations, and surveys in the field of occupational information and guidance.

2. To aid in initiating a guidance program in schools previously doing little work in this field.
3. To assist in evaluating the program in schools already doing considerable guidance work, and to offer suggestions for expansion.
4. To meet upon invitation with educational or civic groups for the purpose of discussing general problems and phases of guidance.
5. To cooperate with other agencies interested in the broad aspects of various youth problems, such as the State and National Vocational Guidance Association, civic clubs, employer and labor groups, the Occupational Information and Guidance Service in the U. S. Office of Education and the North Carolina Education Association.
6. To promote the training of teacher-counselors in occupational information and guidance, and to advise with teacher trainers on all matters pertaining to the improvement of the program in the State.
7. To conduct, in cooperation with local authorities, group conferences for the purpose of improving local programs of guidance.

Career Day exhibits provide occupational information for students



8. To answer by correspondence requests from schools and other interested agencies for sources of occupational and guidance information.

Present trends in education emphasize the growth and adjustment of the whole child. This means that in addition to the regular instructional work the school must provide a number of special services to meet problems which arise in connection with the continuous development and adjustment of the individual. Some of these services constitute the guidance program of the school, guidance being defined as "that part of the school program most concerned with assisting the individual to become more effectively orientated to his present situation and to plan his future in terms of his needs, interests, abilities, opportunities and social responsibilities." The key to the guidance program is the discovery of these needs, interests and abilities and the provision for activities which will meet the the needs of each individual.

If guidance is concerned with the total development of the individual, it must be an accepted function of both the elementary and secondary schools with certain aspects of the guidance program receiving emphasis at each level.

A functional guidance program includes certain definite services which should be available for each pupil in all schools regardless

The counselor aids the student in adjusting, choosing and planning



of size. The important areas of a guidance program are: (1) an individual inventory, (2) a study of local, regional and national occupational information, (3) an exploration of additional and further training opportunities, (4) counseling, (5) placement and (6) follow-up of all school-leavers. A guidance program should also reveal facts which point to needed changes in the curriculum.

The 1947-48 report submitted by each high school principal includes a section pertaining to guidance services. A summary of 950 of these reports reveals evidences of guidance programs as indicated by the per cent of schools having or engaging in the following: Individual cumulative record folders, 89.6 per cent; standard tests at regular intervals, 61.8 per cent; files of occupational information, 61.0 per cent; files of information on further training opportunities, 79.8 per cent; regular course in occupations, 36.0 per cent; individual counseling on educational, vocational and personal problems, 71.3 per cent; assistance in placing all pupils in next steps, 40.4 per cent; and follow-up of graduates and drop-outs, 43.3 per cent. There are 774 persons who have been designated as counselors in the high schools and 573 of this number have scheduled time for counseling duties. The average number of hours scheduled per week per counselor is 3.2 hours.

NUMBER AND PER CENT OF SCHOOLS REPORTING COUNSELORS							
	COUNTY			CITY			Total
	White	Negro	Total	White	Negro	Total	
No. high schools .....	635	158	783	97	65	162	955
No. reporting .....	635	155	790	97	63	160	950
No. schools with counselors .....	458	96	554	78	46	124	678
Per cent of total .....	72.1	61.9	71.2	80.4	73.0	77.5	71.3
No. with time .....	281	83	364	71	42	113	477
Per cent with time .....	44.2	53.5	46.7	73.2	66.6	70.6	50.2
No. without time .....	177	13	190	7	4	11	201
Per cent without time .....	27.9	8.4	24.5	7.2	6.4	6.9	21.1
Counselors with scheduled time:							
Principal .....	101	20	121	12	5	17	138
Others .....	215	80	295	89	51	140	435
Total .....	316	100	416	101	56	157	573
Hours per week schedules .....	775	294	1,069	562	245	807	1,876
Average per counselor .....	2.4	2.9	2.5	5.5	4.3	5.1	3.2
Counselors without scheduled time .....	177	13	190	7	4	11	201
Total .....	493	113	606	108	60	168	774

The progress and effectiveness of guidance services in schools depend upon the understanding and cooperation of all school personnel and upon adequately trained personnel for counseling and directing the guidance program. During 1946-48 there was a noticeable increase in the number of school people requesting training in this field. The State Guidance Service conducted in-service training programs in fourteen city and county administrative units which heretofore had provided little or no guidance services. Guidance courses were provided in more summer sessions of North Carolina colleges and universities as a result of this increased interest on the part of school people, increasing from 4 in 1946, to 9 in 1947 and to 12 in 1948.

Factors which point to more and better guidance programs in the future are:

1. Recognition on the part of school people that guidance services are essential to an effective total school program.
2. Acceptance of guidance as a function of both the elementary and the secondary school.
3. Provisions for more counselors in the high schools.
4. Possibilities for more adequate training of counselors in North Carolina colleges.

## SCHOOL LIBRARIES

School libraries continue to grow in number, size, and usefulness. The philosophy of library service is rapidly changing to include not only books but also audio-visual materials, thus making the libraries real material centers. It has been the librarian's responsibility to locate needed films, recordings, filmstrips and like material, but now many libraries are housing and organizing this information, thus resulting in a closer integrated program of library service and a more enriched curriculum.

The problem of personnel continues serious. Adequate library service is dependent upon qualified trained personnel; and until this problem can be solved, the complete usefulness of the book and materials collections will be greatly handicapped. The need for full-time librarians is steadily increasing. A long range program indicates the need for a minimum of 300 full-time school library positions in the State in a five-year period. At the present there are 179 such positions. Emphasis on employing trained

librarians in the elementary schools continue. At the present there are 388 trained elementary librarians, 50 of whom are employed full-time. The practice of employing one librarian to serve several elementary schools is being encouraged until such time as personnel and additional funds for full-time people in larger schools are available. Of the 2,877 schools reporting libraries in 1947-48, there were 1895 in which some teacher was charged with the responsibility of the library. Of this number, 179 were full-time librarians with some training in library science, 651 were part-time librarians with some training in library science, and 1,065 were without any training in library science.

#### PERSONNEL WITH SOME LIBRARY TRAINING

Year	WHITE		NEGRO		Total	Full-Time School Librarians
	Elementary	High	Elementary	High		
1929-30	—	—	—	—	—	11
1934-35	—	—	—	—	91	43
1939-40	136	294	65	92	587	103
1944-45	202	284	114	135	735	121
1945-46	201	264	115	130	710	122
1946-47	216	300	137	135	788	151
1947-48	242	302	146	140	830	179

Library rooms are increasing in number, size, attractiveness, and are being more adequately equipped. "Planning and Equip-

The story hour stimulates good reading



ping the School Library," Publication No. 257, has been used widely in planning for new schools and in the renovation of libraries in old buildings.

Expenditures for libraries are derived from local funds, county or school funds, State school fund for maintenance and from rental fees collected by the Textbook Division. National standards recommend an annual expenditure of \$1.50 per pupil for keeping the library collection up-to-date and in order. The State average is one-half of this recommended amount. Expenditures continue to increase, with the result that more adequate library collections are made available to our boys and girls.

#### EXPENDITURES FROM STATE SOURCES

<i>Year</i>	<i>State School Fund</i>	<i>Textbook Division</i>
1931-32*	\$ 25,308.69	\$.....
1935-36	24,108.74	.....
1939-40	47,503.71	*** 4,180.12
1944-45**	118,521.69	135,546.10
1945-46	116,656.22	135,990.95
1946-47	163,923.93	178,891.70
1947-48	168,728.90	125,837.10

\*First year of State eight-month school fund.

\*\*Second year of State nine-month school fund.

\*\*\*Only elementary schools participated.

A well rounded program of library service includes audio-visual materials



## TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total Expenditures</i>	<i>Average Per Pupil</i>
1929-30	\$	\$	\$128,441.55	\$ .32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1945-46	410,733.45	79,789.80	490,523.67	.69
1946-47	549,870.44	117,046.22	636,886.66	.83
1947-48	627,210.86	134,382.24	761,593.07	.94

The supply of books for children and young people has increased with the availability of material and labor, but prices continue high. Classics are now being reprinted in many attractive editions and the new titles are beautifully illustrated and well bound. There have been approximately 370,000 books added each year of the biennium and about 150,000 discarded because they were worn out or outmoded. National standards recommend a minimum of five books per pupil; in 1947-48, the State average was 4.7 per pupil based on average daily membership.

*Reference work is an important library activity*





## NUMBER OF LIBRARY BOOKS OWNED

<i>Year</i>	<i>Total Volumes</i>	<i>Volume Per Pupil A. D. M.</i>
1929-30	1,218,080	1.4
1934-35	1,636,835	1.8
1939-40	2,163,183	2.5
1944-45	3,197,933	4.2
1945-46	3,361,476	4.3
1946-47	3,634,534	4.7
1947-48	3,846,358	4.7

## CIRCULATION OF SCHOOL LIBRARY BOOKS

<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>	<i>Average Per Pupil</i>
1931-32	3,690,575	210,511	3,901,086	6.5
1934-35	4,099,229	338,981	4,438,210	7.5
1939-40	7,291,671	965,815	8,257,486	12.24
1944-45	8,471,240	1,367,695	9,838,935	14.29
1945-46	8,648,369	1,347,849	9,996,218	14.08
1946-47	9,141,688	1,412,088	10,554,776	13.73
1947-48	9,328,774	1,537,754	10,866,528	13.36

There is keen interest among pupils, teachers, and administrators for improving library service. This has been demonstrated through request for workshops and conferences on the use of the library, through evaluations of library facilities and book collections, and through consultations in the planning of bigger and better school libraries.

## RESOURCE-USE EDUCATION PROGRAM

In 1945 a Resource-Use Education Commission was appointed by the Governor of representatives of fifty State resource agencies, educational institutions, and professional, scientific and educational organizations. An Executive Committee of eight was elected with the State Superintendent of Public Instruction serving as chairman. An administrative staff was appointed in February, 1947. A grant-in-aid from the General Education Board sustained a major portion of the budget for the program.

The program has been designed to increase the emphasis on the conservation and development of the natural, social and human resources in schools and communities. It has assisted in channeling more of the scientific information into local programs of

action, teacher education, and individual schools by bringing resource specialists, educational leaders and laymen together in planning and developing means for the improvement of living and the enrichment of school programs.

Many representatives of the agencies on the Commission have assisted in conferences, workshops and courses to help define the specific things which need to be done to use the natural, social and human resources more adequately and to help in the total development of the State and the local communities.

### What Is Resource-Use Education?

Resource-use refers to how man draws on his environment—natural and social—to meet his life needs. These needs include such basic things as employment, food, shelter, clothing, and recreation. Such things as schools, churches, clubs, government, industries, transportation, communication, and other services represent **social resources** designed to help people meet their needs. **Natural resources**, such as soil, water, sun, plants, animals, and minerals are the raw materials upon which man must draw to meet his needs. What is more, the technical skills and information required to manage and harvest the natural resources, and the attitudes of the people toward the resources are important parts of the culture of any region.

People—the human resources—are, of course, the most important resources in any region or country and their needs should be paramount. **People can be wasted and eroded just as are soils, or they can become valuable assets in a growing community and their lives can become enriched through expanding opportunities.** Therefore, **Resources-Use Education** is the means by which people are trained to use and develop the natural resources through the application of the best known technical skills and information, to fulfill their needs and those of their neighbors, their community, their nation, and their world.

Resource-use, then, becomes a trinity—the developing of natural, social, and human resources in a unified pattern of planning and development. One resource develops simultaneously with the others. Plants and animals are produced for the benefit of people; people are educated to the inter-relationships of their environment and develop and conserve resources while using them; institutions are strengthened by rededicating themselves to the serv-

ices of mankind and the perpetuation of the resources on which all civilization and living depends.

Countries rich in resources have often failed to achieve greatness because they lacked the skill and information necessary to develop their resources; but more important, they lacked the desire to manage their resources for the improvement of their country and people.

The story of the farmer who objected to his son's new ideas from school on how to improve his farming by saying, "That's all right, son, I am not using half the information I have now," applies to people everywhere. Knowing that it isn't right to throw lighted matches or cigarettes out of cars is valuable only if there is a strong desire not to do it which prevents it from happening.

### **Where and Who Should Teach Resource-Use?**

With the resource-use concept as large and important as described above, it would be difficult to compartmentalize it into any grade, subject, or department. It becomes the property and responsibility of all, particularly the administrators and community leaders whose responsibility it is to see that education has a clearly defined and important objective. A part of that objective—and to some people the most important part—is that of developing citizens who understand the problems and opportunities of their community, state, and nation; who are equipped to manage and develop its three types of resources, and who have a militant desire to see that all resources—human, social, and natural—are intelligently used.

### **How Should It Be Taught?**

English, history, science, social studies, mathematics, agriculture, homemaking, health teachers, and others all have a contribution to make. Courses of study are usually designed to assist them in reaching the objective described. Frequently, however, they are bogged down with the mechanics of teaching the subject and lose the emphasis needed to make the information applicable to the important problems of individuals, communities, and nations.

Resource-use, therefore, becomes an emphasis which strengthens our educational objective; at the same time it enriches our teaching with pertinent, interesting, colorful, and dynamic subject matter. Frequently these are lost when the information must be

closeted in national texts. This places a premium on such resourceful teaching techniques as films, observations, field excursions, demonstrations, community surveys, experiments, group discussions with resource people, and local sources of materials, reports, and facts.

Classroom and school projects which are problems-centered around important needs of people and communities then become the focal point around which texts, references, films, and trips can be centered. Children learn to work in smaller groups, leadership emerges, interest is heightened by a spirit of research, and the scientific method becomes a reality and an important tool for learning.

### Area Centers Formed

Since teachers needed specific help in learning how to incorporate resource-use education information and techniques into the school program, area centers were established at eight colleges to develop the program in their immediate service areas. A faculty committee and an area committee, composed of representatives of resource agencies, guide the area program. The teacher-training institutions serving as area centers are: Appalachian State Teachers College, Elizabeth City State Teachers College, East Carolina Teachers College, North Carolina College, Shaw University and St. Augustine's College (serving as one unit), The Woman's College of the Greater University of North Carolina, and Western Carolina Teachers College. Each center has from eight to twenty-five schools serving as Participating Schools to try out various aspects of Resource-Use Education. The principals and teachers of these schools meet with the Faculty and Area Advisory Committee regularly to develop the area programs.

These area programs consist of conferences for the school personnel in the immediate vicinity, summer workshops in resource-use education, courses at the colleges and in county centers, and special consultation and help for the Participating Schools.

Five resource-use education workshops were held during the summer of 1948 with an enrollment of 277 teachers and administrators. Such workshops will be held again in the summer of 1949.

Numerous area conferences and institutes have been held at the Area Centers throughout the year for teachers-in-service.

Some emphasis is being given to resource-use education at the pre-service level at most of the centers.

### State-Wide Projects

An **annual State-wide conference** on resource-use education has been held where resource specialists and educators evaluate the program and develop plans for the future.

A **State Directory** of resource agencies has been prepared to assist teachers and administrators in better understanding the services and assistance available from the agencies.

A **series of radio programs** and a **film** on the resource problems and opportunities for development in the State are being planned cooperatively by the members of the North Carolina Resource-Use Education Commission.

A **series of resource bulletins** on welfare, health, recreation, industry, agriculture, soil conservation, water, forestry, wildlife, and minerals is being developed by the various resource agencies for particular use in the school program.

City and county conferences and workshops on resource-use education will be continued, which will assist teachers in developing plans for classroom activities and school projects.

### VOCATIONAL REHABILITATION

The Division of Vocational Rehabilitation provides services for:

1. Vocational re-establishment of persons with employment experience who become vocationally handicapped as a result of a permanent physical and/or mental disability; or
2. The establishment in remunerative occupations of persons without employment experience who are disabled, and whose normal opportunity for employment is materially affected by reason of such a disability; or
3. The retention in suitable employment of disabled persons who are or may reasonably be expected to become vocational handicapped in such employment.

The services which may be provided are:

1. Medical examination in every case to determine the extent of disability, to discover possible hidden, or "secondary," disabilities, to determine work capacity, and to help determine eligibility—at no cost to the individual.

2. Individual counsel and guidance in every case to help the disabled person to select and attain the right job objective—at no cost to the individual.
3. Medical, surgical, psychiatric, and hospital care, as needed, to remove or reduce the disability—public funds may be used to meet these costs to the extent that the disabled person is unable to pay for them from his own funds.
4. Artificial appliances such as limbs, hearing aids, trusses, braces, eye glasses, and the like, to increase work ability—these also may be paid for from public funds to the degree that the individual cannot meet the cost.
5. Training for the right job in schools, colleges, or universities, on-the-job, in-the-plant, by tutor, through correspondence courses, or otherwise, to enable the individual to do the right job well—at no cost to the disabled person.

# REHABILITATION

## IN PROCESS

## REHABILITATED

Each Symbol Represents  
1000 Clients.



1941-2



1943



1944



1945



1946



1947



1948



6. Maintenance and transportation for the disabled person, if necessary, while he or she is undergoing treatment or training—these expenses may be met from public funds, depending on the person's financial inability to take care of them.
7. Occupational tools, equipment, and licenses, as necessary, to give the disabled person a fair start—these may be paid for from public funds to the extent that the person is unable to do so.
8. Placement on the right job, one within the disabled person's physical or mental capacities and one for which he has been thoroughly prepared—at no cost to the individual.
9. Follow-up after placement to make sure the rehabilitated worker and his employer are satisfied with one another—at no cost to either party.

The services are not necessarily provided in the order listed above. Several may be given at the same time. Some disabled men and women may require the full range of services; others may need only one or two. In every instance, the services are provided in accordance with careful analysis of the individual's needs and all are directed toward a suitable job goal.

For administrative purposes the State is divided into the Western, Central and Eastern Districts, with district offices located at Charlotte, Raleigh and Greenville. There is a district supervisor in charge of each of the district offices. Local offices are located at Asheville, Salisbury, Winston-Salem, Greensboro, Durham, Raleigh and Wilmington. There are a total of twenty-six counselors working out of the district and local offices. These counselors visit, interview and arrange services for the disabled in every community in the State.

Any resident of North Carolina sixteen years of age or over who is physically or mentally disabled, whether congenital or acquired by accident, injury or disease, and who is totally or partially incapacitated for remunerative employment is eligible for rehabilitation services.

The eligible client, in order to be feasible of rehabilitation, must have or be able to attain: Physical ability enough to work; mentality and education sufficient to learn and hold a job; adequate emotional stability and willingness to work; and aptitude to attain a marketable skill or service. Each client is given a general medical examination, and an examination by a recognized specialist if

indicated. The key to all rehabilitation work is the recognition of one cardinal principal, namely: very few jobs require all human faculties. Therefore, it is a problem of fitting the abilities of the individual to the requirements of a job. It is a problem of placing a man according to his abilities—not rejecting him because of his disabilities.

The fundamental services of counseling, guidance, training and placement are available to every client. The equally basic service of furnishing training supplies, placement equipment, occupational licenses, transportation, maintenance, prosthetic devices, and physical restoration are available on an economic needs evaluation.

When a person has been given a part or all of the above services to the end that he has a permanent job with a self-supporting wage, his case is closed as rehabilitated. 2,412 persons were closed rehabilitated in 1948 at an average cost of \$325.62 per person. It is evident that it costs less to rehabilitate a person for life than it does to maintain him at public expense for 12 months.

**CASE STATUS AND EXPENDITURES OF VOCATIONAL  
REHABILITATION SERVICE**

CASE STATUS	1943-44	1944-45 Average	1946-48 Average
1. Case load at beginning of year .....	3,435	3,324	3,994
2. New cases during year .....	2,431	3,250	3,239
3. Total case load for year .....	5,866	6,574	7,233
4. Closures during year .....	2,854	3,777	3,856
(a) Cases rejected .....	701	119	849
(b) Cases not accepted .....	554	457	810
(c) Cases not rehabilitated .....	15	24	40
(d) Cases rehabilitated .....	1,584	1,948	2,157
(1) With training .....	566	385	558
(2) Without training .....	1,018	1,564	1,599
5. Case load at end of year .....	2,915	4,022	4,221
(a) Cases reported .....	288	285	1,531
(b) Cases interviewed .....	1,210	1,865	1,853
(c) Cases with plans completed .....	732	677	432
(d) Cases receiving physical restoration .....	111	396	936
(e) Cases being fitted with prosthesis .....	60	104	918
(f) Cases in training .....	335	482	652
(g) Cases awaiting employment .....	53	1	151
(h) Cases in employment .....	48	80	177
(i) Cases with service interrupted .....	78	84	114
6. Total Expenditures .....	\$204,426.02	\$414,360.03	\$725,517.95
(a) Local .....	19,252.22	6,253.37	17,946.90
(b) State .....	54,845.65	125,943.56	251,868.60
(c) Federal .....	130,328.15	282,163.11	455,702.45
7. Average Case Cost .....	129.06	212.50	337.80



All costs have increased during this period. Some services have increased to an alarming degree. This will of course operate to limit the number of persons served, as there is little hope that appropriations from the State and or Federal level will be increased rapidly enough to cope with increased demands for services and phenomenal increases in the cost of such services at the same time.

At the present time the Division is actively working with 4,497 physically impaired persons.

### III RECOMMENDATIONS

When I first took office, October 24, 1934, it will be recalled that the second year of the eight-months term program supported in the main from State funds was in operation. For the support of the schools that year an appropriation of \$16,000,000 was made by the General Assembly of 1933. This sum plus \$3,254,098 from other sources was the total amount expended for the operation of the public schools during 1934-35. Since that year each subsequent General Assembly has further increased the appropriation for the State-supported school term.

These annual appropriations for the support of the regular term, for vocational education and for the purchase of school buses are as follows:

<i>Year</i>	<i>Regular Term</i>	<i>Vocational Education</i>	<i>**Buses</i>
1935-36	\$20,031,000	\$ 146,000	\$.....
1936-37	20,900,000	160,000	.....
1937-38	24,396,367	264,200	.....
1938-39	24,986,160	264,200	.....
1949-40	25,941,313	325,000	.....
1940-41	27,000,000	350,000	.....
1941-42	28,158,324	600,000	.....
1942-43	29,454,233	710,000	.....
1943-44*	37,062,874	919,055	650,000
1944-45	38,140,941	919,055	650,000
1945-46	41,360,374	1,112,026	1,338,764
1946-47	41,997,738	1,257,427	960,000
1947-48	58,955,724	1,523,763	2,109,500
1948-49	60,412,957	1,523,763	1,740,000

\*Nine-month's term begins. \*\*Included in Regular Term until 1943-44.

In addition to this increase in State funds for the support of public schools, the following other improvements in child opportunities have been provided during this period:

1. A rental system of textbooks was inaugurated in 1935-36. Basal books for use in grades 1-7 were made free in 1937-38. This provision was extended to grade 8 in 1945-46. The rental plan was continued for grades 9-12.

2. A State retirement system was inaugurated in 1941. This system, one of the best State systems of the nation, covers all State employees including public school personnel.

3. Provision was made also in 1941 for the change-over from an eleven-grade system to twelve grades to begin in 1942-43. This program is now in full operation.

4. In 1943-44 State support was extended to a nine months school term.

5. The 1945 General Assembly raised the upper limit of the compulsory attendance age from 14 years to 16 years.

6. In 1942 the people voted favorably upon an amendment to the Constitution which provided for one State administrative agency, the State Board of Education, to replace the ex-officio State Board of Education, the State Board for Vocational Education, the State Textbook Commission, the State School Commission and the State Board of Commercial Education.

7. With the biennial increase in funds the salaries of teachers, white and Negro, have been equalized, and greatly increased. The average teacher's salary has increased from \$561.29 in 1934-35 to more than \$2,000 in 1947-48. Recognition has also been given by the State salary schedule to one year of training beyond college graduation.

8. A school lunch program was inaugurated in 1943-44 with the participation of 549 schools. This program now includes approximately 1400 schools.

These are simply a few of the highlights of progress in public education since 1934. Sections I and II of this Report indicate in more detail this improvement. I have recited these specific advancements as a preview to the following recommendations which I am submitting for consideration in the further improvement of educational opportunity for the youth of this State.

These recommendations are all based on the assumption that they are essential to the proper education of the child. Fundamentally, each of these suggestions is also predicated upon the need of more money with which to meet the educational needs of our children.

### **1. Teacher Welfare.**

**Shortage.** Children are now being taught by fewer teachers with college training than some years ago. In 1941-42 93.8 per cent of State-allotted white teachers had four or more years of college education. This percentage dropped to 82.33 in 1947-48. Stated another way, in 1941-42 there were only 1,022 teachers

with less than four years of college education, whereas in 1947-48 the number had increased to 2,809.

County units employ a larger percentage of less qualified teachers. In 1940-41, 90.3 per cent of the white teachers in county units had four or more years of college education. This percentage dropped to 75.5 in 1947-48. In the city units, on the other hand, 97.1 per cent of the white teachers had four or more years of college education, which had dropped only 2 per cent to 95.1 in 1947-48.

There is also a shortage of men teachers in the public schools. Except for the recent war period, when only 7.5 per cent of North Carolina teachers were men, there has been a consistent downward trend in the per cent of men teachers in the white schools. A few selected years show these percentages to be: 1904-05, 36.6 per cent; 1914-15, 21.8 per cent; 1924-25, 16.3 per cent; 1935-36, 14.4 per cent; 1944-45, 7.5 per cent; and 1946-47, 10.6 per cent.

North Carolina superintendents report an annual need for 1,515 new elementary and 1,000 new high school white teachers. In addition to the replacements of this annual need, there is also the need for more new teachers to decrease the teaching load.

**Supply.** The enrollment in the colleges of the State is at the peak, which is approximately 50 per cent above that of 1940-41. The teacher output for the elementary schools, however, for this year is substantially less than it was in 1940-41. In 1940-41 the senior colleges for white students graduated 647 elementary teachers. These same colleges graduated only 257 elementary teachers in 1947-48. The teacher situation will continue to grow worse until there is a substantial increase in the output of teachers for the elementary schools.

In order to improve our present teacher situation and thus also improve the quality of instruction, especially in the elementary schools, I am making the following suggestions:

(1) **Additional Teachers.** There is a great need for more teaching positions. Presently employed teachers have far too many children for adequate instruction. The basis for allotting teachers should be reduced to 30 pupils in average daily attendance as soon as possible. In order to bring about this reduction additional funds will be necessary.

(2) **Sick Leave.** To protect the health of both teachers and principals, sick leave with pay should be authorized for teachers

as is now the case for other State employees—ten days per year.

(3) **Payments.** Authorization should be granted to the State Board of Education to provide for the payment of all State-allotted teachers in ten equal monthly payments under such rules as the Board may prescribe.

(4) **Increase in Salaries.** Qualified teachers should receive adequate salaries. No single factor will do more to improve the schools and to supply them with well qualified teachers than adequate compensation. Teaching cannot become a profession until it becomes a life career for those who engage in it. It cannot become a life career until the compensation is adequate and on a par with other professions. And our children will not receive adequate instruction until we can secure an adequate supply of qualified teachers.

Therefore, we should raise the salaries of those who teach our children. For the beginning teacher holding a Class A Certificate the minimum should be \$2,400 with a maximum of \$3,600 for the teacher with 12 years experience. A maximum of \$3,900 should be set up for the teacher with a Graduate Certificate.

(5) **Housing.** In numbers of places it is difficult for teachers to find rooms and boarding places. This fact is a deterrent in the securing of good teachers in many of our rural districts. Where such conditions exist, consideration should be given by local authorities to the possibility of erecting teachers' homes. The cost of constructing a teacherage could be liquidated over a period of years. And by the addition of such housing facilities, the teacher employment problem would be greatly improved, in my opinion.

(6) **Recruitment.** Along with consideration given to the above-named problems, there should be inaugurated a program of teacher selection and recruitment. Measures should be taken to increase the support from our colleges of elementary teachers. In order to encourage more of our boys and girls to enter the teaching profession, I believe that the State should set up a scholarship fund to aid worthy and promising young people to prepare themselves for teaching.

## 2. Supervision of Instruction.

Supervisory instructional leadership in our schools should be provided on a State-wide basis. At present there are 28 persons employed in 25 of the 171 administrative units. An adequate pro-

gram of supervision to coordinate and unify the instructional effort in all our schools should be provided, if we are to reap the full benefit of the money which we invest annually in the education of our children. The sum of \$575,000 has been requested by the State Board of Education to provide this essential service. I hope that the General Assembly will include the funds requested in order that the maximum worth of the money spent for instructional service may be more nearly realized.

### 3. Attendance Workers.

School attendance is compulsory for all children between the ages of seven and sixteen. Because there is no effective program of enforcing the law, however, many children who should be in school are not enrolled. Many other children enroll but absent themselves without reasonable excuses and thus aid in rendering not only their own instruction ineffective, but also affect adversely the work of children who attend school regularly.

At present 66 of the 171 administrative units have attendance workers paid from local funds. The remaining 105 units rely upon the welfare superintendent for attendance work. Since these officials have full-time jobs, their work in connection with school attendance is limited and meagre. Then, too, they work under the direction of the State Board of Public Welfare, and so naturally perform duties in connection with their field unless specifically requested to handle attendance cases in accordance with the law.

Attendance work and welfare work should be divorced, if each is to be done on a satisfactory basis. The 66 units that employ attendance workers have found this to be true. We need under school administration an adequate State-wide program of compulsory school enforcement. Attendance workers are needed for (a) taking and keeping up-to-date a continuous school census, (b) seeing that the school attendance law is observed, (c) reporting to other school units when children move, and (d) working with teachers, pupils, and parents to improve the enrollment, attendance, holding power, and pupil progress in the local school units.

For the employment of such workers the State Board of Education has requested a total of \$424,800 annually. A request for \$9,300 has been made for setting up an office on the State level to give direction to a State-wide program of school attendance. I urge the General Assembly to provide the funds with

which to inaugurate this program in order that greater instructional efficiency may be provided by the public schools.

#### **4. Child Health Program.**

The State of North Carolina by its support of a Good Health Program recognizes the importance of health as a prime factor in the progress of its people. This program, however, was not set up to administer to all health needs, it being largely a hospitalization program.

Recent surveys show that there is a great need for a health program for school-age children. Approximately 90 per cent of all school children have one or more physical defects. Many of these defects are remediable, but remain uncorrected because parents are unable to pay for medical or dental services and or because they are not educated as to the importance of correcting such defects. There is also a great need for a practical program of health education, where demonstrations of health benefits may be presented and where information of all kinds about sickness, diseases, nutrition, safety, and other aspects of health may be taught.

The State Board of Education has requested that an annual appropriation of \$550,000 be made for a Child Health Program. The general purposes of such a program will be:

(1) To employ personnel on the local level to assist in the administration and conduct a program of health, physical education and safety.

(2) To purchase materials of instruction for health, physical education and safety for distribution to the schools.

(3) To provide funds for the in-service training of persons who will work in the fields of health, physical education and safety.

To my mind, there is no more worthy cause than that envisaged by this Program. It will complement the State's Good Health Program. It will enable the schools to render a better service to the children of the State, both physical and mental.

I hope, therefore, that this General Assembly will give serious consideration to the establishment of this service as a permanent part of the State's public school program.

#### **5. Special Education.**

The General Assembly of 1947 provided for the establishment of a Division of Special Education in the Department of Public Instruction. Chief purpose of this Division is working with

teachers and institutions in meeting the educational needs of handicapped children. This Division has been set up, but aside from the support of the State office no funds were appropriated for carrying on the work on the local level where the actual needs have been found. To implement this program, funds must be provided or authorized. I wish to recommend, therefore, that the law be amended giving the Board authority to allot funds for a program of Special Education in accordance with such rules and regulations as the Board may prescribe.

## **6. Buildings.**

One of our greatest needs is more adequate provision for comfortable and well-equipped school buildings in which to house our children. Surveys recently made indicate that more than \$150 million in school buildings, construction and modernization is needed to bring our facilities up-to-date. Great inequalities exist among the counties in the provision of such facilities. Many schools are lacking in space for libraries, lunchrooms, health clinics, recreation facilities, music and dramatic arts, and for science and vocational education. There are many schools that have no facilities for washing hands and for modern toilet facilities. Many school buildings also are now obsolete, lacking facilities for modern education and community needs. They are in a poor state of repair, dark, dirty and unsafe, and should be abandoned.

Even with the use of these obsolete and inferior buildings and classrooms, there is not sufficient space to accommodate present enrollment. Many classes are being held in such improvised areas as auditorium balconies, gymnasiums, libraries, dark basement rooms, storage rooms, temporary shacks and old rented residences.

There has been very little school construction since 1940. Studies show a need in every county for additional facilities to take care of present enrollments and the additional classroom space needed for the additional teachers that will be allotted next year. At least \$100 million of the total need is urgent and immediate.

Many counties, however, cannot finance their urgently needed plant programs from local sources. Studies show that 72 of the 100 counties do not have sufficient borrowing power, based upon a limit of 5 per cent of the assessed valuation for school bonds, to provide for their immediate needs. State financial assistance should be provided, therefore, for the construction of needed schoolhouse facilities.



The State Board of Education has requested that \$50,000,000 be appropriated to aid the counties in providing such facilities. This is an emergency request. I strongly urge the General Assembly of 1949 to grant this request in order that many of our children now in school will not be denied adequate housing facilities and an adequate educational opportunity.

### **7. Junior Colleges.**

North Carolina colleges enrolled 47,071 students during 1947-48, or more than 3,000 above the 1946-47 college enrollment. More than 41,000 of this number were in senior institutions, with 23,470 of this number in State-supported institutions.

The State does not operate any institutions on the junior college level. There are, however, two public-supported institutions of this kind now being operated—Asheville-Biltmore and Wilmington College. These two institutions enroll 442 students. In addition there are six off-campus centers which have a total enrollment of 473 students.

In view of these facts I believe the time has come when we should give consideration to the establishment of several State-supported institutions on the junior college level. California has had a system of junior colleges for several years, and a number of other states provide this type of institution. The development of such a program in North Carolina would contribute balance to our system of public education. It would make it possible for parents to save on college expenses which are rising, since many students could remain at home and attend such an institution. The State would save in that fewer dormitories at State institutions would be needed. And many students not now receiving any college education would have the opportunity of obtaining the basic two years college training ordinarily offered in all senior colleges.

It is the business of public education to meet the needs for education whatever those needs may be. We have come to the time when we have got to consider the need for greater educational facilities. I recommend, therefore, that a commission be provided to study this whole field and report its findings to the next General Assembly for such action as may be necessary and desirable.

### **8. Regional Education.**

On February 8, 1948, the governors of Georgia, Florida, Maryland, Louisiana, Alabama, Mississippi, Tennessee, Arkansas, Vir-

ginia, North Carolina, South Carolina, Texas, Oklahoma, and West Virginia entered into a compact relative to the development and maintenance of regional services and schools in their respective states in the professional, technological, scientific, literary and other fields. It is the purpose of this Compact to provide greater educational advantages and facilities for the citizens of these several states.

This Compact was signed by these governors subject to the approval of the legislatures of their respective states. I had the honor of representing Governor Cherry at the several meetings of the conference of governors when the Compact was drawn up. I strongly support its purposes and in order to make it binding, I urge the North Carolina Legislature to give its approval to it at its 1949 session.

### **9. Federal Aid.**

The Senate of the 80th Congress passed a Federal Aid to Education Bill. This Bill, however, failed to come before the lower body of that Congress.

There is now before the present Congress a bill, S. 246, which is similar in most respects to the bill which failed to be enacted into law by the 80th Congress. I favor this bill and I believe it has a good chance of being enacted into law by the Congress now in session.

The question of Federal aid to the states for public education has been studied for many years. There is strong support for enactment of legislation that will provide such aid to the states. Many people, who formerly opposed it, now favor the bill now being considered. It appears to be the best solution of the problem now facing many states in financing their respective public school programs. The lack of sufficient funds with which to operate an educational program that will provide greater equality of educational opportunity affects the welfare of the Nation as a whole.

In order to help convince the members of Congress that Federal Aid is necessary, however, the leaders of this State should get behind the efforts of those now presenting the proposed program. I believe it would help if the members of the 1949 General Assembly would collectively and individually let our representatives in the present Congress know that they, too, are in favor of providing Federal funds for equalizing the educational opportunities in the public schools without Federal control.

### 10. Staff Additions.

Finally, I wish to call attention to the need for additional personnel on the staff of the Department of Public Instruction.

Through the use of privately donated funds we have recently added a person in the field of safety education. We have also for two years supported a program of resource-use education with the aid of funds provided by the General Education Board. Since support of these two projects expire at the end of this fiscal year, I recommend that State funds be provided for their continuation.

I wish to request also that funds be provided for the employment of additional State supervisors of music, attendance, science and mathematics, and for Negro elementary schools. The present staff of State supervisors is not adequate to render the various services they are called upon to give to the schools in these special fields. In this connection I might state that there are now employed in the field of vocational education, a program supported in part by Federal funds, a greater number of personnel than for the remainder of the public school system. The Federal government recognizes the importance and value of adequate State supervisors and has authorized the employment of trained persons to supervise this worthwhile program. Because of the lack of proper guidance and assistance in other fields of education, however, our elementary and secondary schools have not made as much progress as they might have made had this proper service been available. I hope, therefore, that additional funds will be authorized for the employment of these additional personnel.







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